DOCUMENT RESUME

ED 218 731 EA 014 741

TITLE	Evaluation of Operation and Effects of Title IV Expenditures in Utah. Final Report, Volume 2: Appendices.
INSTITUTION	Wasatch Inst. for Research and Evaluation, Logan, UT.
SPONS AGENCY	Utah State Office of Education, Salt Lake City.
PUB DATE	Feb 82
NOTE	179p.; For a related document, see EA 014 740.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Evaluation Methods; *Federal Aid; *Federal Programs; Grants; Interviews; Models; Program Development; *Program Evaluation; Program Proposals; Questionnaires; Records (Forms); Reports; School Districts; State Surveys
IDENTIFIERS	*Elementary Secondary Education Act Title IV; *Utah

ABSTRACT

Fourteen appendices are gathered in this companion volume to a report summarizing the second year of a 3-year evaluation project focusing on three Utah programs funded under Title IV of the Elementary and Secondary Education Act. The appendices all relate to one of the three programs, Title IV-Part C (IV-C), which allocates funds for the adoption or development of programs by local education agencies (LEAs) to meet their own needs. One appendix lists the IV-C projects adopted or developed by Utah LEAs, giving the project name, the school district, the funding amount, and the names of project staff members. Six appendices provide questionnaires and interview schedules used by the evaluators to study LEA involvement in IV-C programs, the degree of innovativeness of Utah districts, continuation of programs begun under IV-C, and LEA staff perceptions of IV-C operations and effects. Another four appendices present the official "Request for Proposals" developed for fiscal 1982, a model IV-C proposal, and materials for reviewing and rating proposals. Copies of guidelines for local IV-C project directors and a model final report on a IV-C project are contained in three other appendices. (RW)

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FINAL REPORT

VOLUME 2: APPENDICES

EVALUATION OF OPERATION AND EFFECTS OF TITLE IV EXPENDITURES IN UTAH

Submitted to:
Utah State Office of Education
February 1982

by:

WASATCH INSTITUTE
FOR RESEARCH AND EVALUATION

EA 014 741

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Logan, Utah

Each appendix in this report is numbered so that the number to the left of the decimal identifies the chapter in which reference was first made to the appended material. The number to the right of the decimal identifies the sequential number of the appendix within that chapter. Hence, Appendix 2.3 refers to the third appendix from the second chapter. Since not all chapters have appended material, there will occasionally be gaps in the sequential numbering.

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APPENDIX 2.1

Developmental and Adoptable Projects Funded

During 1980-81

TITLE IV DEVELOPMENTALS 1980-81

DISTRICT	PROJECT NAME	PROJECT DIRECTOR	PROGRAM PERSONNEL
Alpine 18,417	Computer-High School Media	Lyle Tregaskis Alpine School District 50 North Center American Fork, UT 84003 756-9671	Ken Neal
Garfield 12,000	Integrated Art	Bruce Owens Panquitch School Panguitch, UT 84759 676-2300	Charles Stubbs
Granite 40,000	A Complete Art Program	Dr. Darrell Allington Granite School District 340 East 3545 South Salt Lake City, UT 84115 268-8111	Charles Stubbs
Granite 25,000	Integrated Art	C. Ellis Worthen Granite School District 340 East 3545 South Salt Lake City, UT 84115 268-8111	Avery Glenn
Logan 12,000	Imporving Teacher/Pupil Interaction	Gary Carlston Logan School District 101 West Center Logan, UT 84321 752-1811	Phil Hardy
Logan 12,000	Integrated Art	Barbara Howell Edith Bowen Lab School Utah State University Logan, UT 84321 752-1811	Jewel Bindrup

Millard 7,030	Teacher Advisement	Reece Finlinson Millard School District 150 West Main Delta, UT 84624 864-2764	Keith Steck
Nebo 5,500	Parent Education Resource Center	Harold Bartlett Nebo School District 350 South Main Spanish Fork, UT 84660 798-8651	Brent Gubler
Provo 30,200	Special Education	Kathryn Harris Provo School District 280 West 940 North Provo, UT 84601 373-6302	Joan Gilles
Wasatch 30,000	Teacher Advisement	Faun Chidester Northeastern Utah Ed. Services 755 South Main Heber City, UT 84032 654-1921	Keith Steck
Weber 30,000	Precision Teaching	Ed Morgan Weber School District 1122 Washington Blvd. Ogden, Utah 84404 394-8873	Nancy Livingston

TITLE IV ADOPTABLES 1980-81

DISTRICT	PROJECT NAME	PROJECT DIRECTOR	PROGRAM PERSONNEL
Carbon 12,000	Parent Education Resource Center	G. Nohl Sandall Carbon School District 65 East 4th North Price, Utah 84501 637-1732	Brent Gubler
Davis 6,086	Individualized Language Arts	Donald G. Lochhead/Yvonne Middleton Davis School District 45 East State Street Farmington, Utah 84025 531-6219	Jewel Bindrup
Garfield 6,189	GEMS	Henry E. Jolley, Supt. Garfield School District 90 South 400 East Panguitch, UT 84759 676-8821	Nancy Livingston
Garfield 6,000	Talents Unlimited	Richard B. Owens Panquitch School Panguitch, Utah 84759 676-2300	Jewel Bindrup
Granite 15,000	Model Media	Michael Cannon/Jean Porter Olympus High School 4055 South 2300 East Salt Lake City, UT 84117 278-2643	Ken Neal
Iron 15,000	USAIL	O. Kent Hulet Iron School District P. O. Box 879 Cedar City, Utah 84720 586-6516	
Kane 5,000	USAIL	Doyle K. Swallow, Supt. Kane School District 190 East Center Kanab, Utah 84741 644-2469	

Logan 4,000	Programmed Tutorial Reading	Clifford R. Poole Logan School District 101 West Center Logan, Utah 84321 752-1811	Nancy Livingston
Logan 7,000	GEMS	Wendell Shepherd, Principal Wilson School 89 South 5th East Logan, UT 84321 752-5368	Nancy Livingston
Morgan 11,200	Parent Education Resource Center	Jerry Peterson, Principal Morgan Middle School 75 North 100 East Morgan, Utah 84050 829-3772	Brent Gubler
Murray 8,000	GEMS	Allen E. Bauer Murray School District 147 East 5065 South Murray, Utah 84107 262-2471	Nancy Livingston
Nebo 9,000	Model Media	Lucille G. Taylor Nebo School District 350 South Main Spanish Fork, Ut 84660 798-8651	Ken Neal
North Sanpete 7,000	Administrative Management	Harold R. Johnson, Supt. North Sanpete School District 41 West Main Mt. Pleasant, Utah 84647 462-2485	Tagg B. Hundrup
North Sanpete 9,556	Political & Legal Education	John Ericksen North Sanpete School Dist. 41 West Main Mt. Pleasant, Utah 84647 462-2485	Nancy Matthews

Ogden 9,000	Precision Teaching	Lois Kirch Ogden School District 2444 Adams Avenue Ogden, Utah 84401 399-3456	Ken Reavis
Ogden 26,000	School Volunteer Program	J. Lee Bybee Ogden School District 2444 Adams Avenue Ogden, Utah 84401 399-3456	Kay Haws
Ogden 11,000	Talents Unlimited	Gerald H. Raat Ogden School District 2444 Adams Avenue Ogden, Utah 84401 399-3456	Jewel Bindrup
Ogden 11,042	GEMS	Norman L. Skanchy Ogden School District 2444 Adams Avenue Ogden, Utah 84401 399-3456	Nancy Livingston
Park City 8,159	Media Learning Centers	Otis A. Falls, Principal Carl O Winters Middle School 1219 Park Avenue Park City, Utah 84060 649-9272	Ken Neal
Provo 9,000	ECRI	Vern Brimley/Judy Robinson Provo School District 280 West 940 South Provo, Utah 84601 373-6302	Nancy Livingston
Salt Lake 8,481	Waterloo Follow Through	Maurine S. McDonald Salt Lake School District 440 East 1st South Salt Lake City, Utah 84111 322-1471	Lloyd Eldredge

Uintah 7,653	ECRI	L. Wayne Reid, Supt. Uintah School District 635 West 200 South Vernal, Utah 84078 789-0020	Nancy Livingston
Wasatch 25,000	Talents Unlimited	E. Kent Ellertson NUES 755 South Main Heber City, Utah 84032 654-1921	Jewel Bindrup
Washington 5,000	USAIL	Victor R. Frei Washington School District 189 West Tabernacle St. George, Utah 84770 673-3553	
Weber 24,000	Precision Teaching	Betty Nowak Weber School District 1122 Washington Blvd. Ogden, Utah 84404 394-8873	Ken Reavis

APPENDIX 3.1

Questionnaire for Analysis of LEA Participation in TITLE IV - C FUNDING AND REASONS FOR NON-PARTICIPATION

WASATCH INSTITUTE
FOR RESEARCH AND EVALUATION

Name
address
address

Dear Superintendent____________________:

Your district has recently been identified by the Utah State Office of Education (USOE) as one of 15 districts which have not participated as heavily in the State's Title IV - Part C ("Improvement in Local Educational Practice") program during the past several years as have the other 25 districts. USOE administrators responsible for Title IV are interested in determining whether your district's relative non-involvement in Title IV is due to your choice or due to factors over which the State exercises control (e.g., how the State program is conducted, how information about it is disseminated, how proposals are reviewed, etc).

To assist USOE in this endeavor, the Wasatch Institute for Research and Evaluation has been asked to conduct a survey of all Utah school districts which have not been heavily involved in Title IV - Part C projects since 1974. Since there are on a regular basis only 15 such districts, your response to this survey is crucial to the success of our study. We have received approval from the State's Educational Data Acquisitions Advisory Council (EDAAC) to send this survey to you. and the approved EDAAC number appears on the enclosed questionnaire.

Please take a few moments to complete and return the questionnaire at your earliest convenience. Or, if you feel one of your staff should answer it, would you please pass it to them with a request that they complete and return it to us. I recognize this is an intrusion on your already busy schedule, but we really do need your district's response. If we have not heard from you within the next two weeks or so, we will telephone to see if we can plead our case personally. Meanwhile, if you have any questions, please feel free to call.

I should note that your responses will be strictly confidential and will not be shared with USOE personnel; they will receive only summaries of responses from all districts.

A stamped return envelope is enclosed for your convenience.

I will be deeply appreciative for your taking time to help us in this matter. We hope it may ultimately help all districts to benefit as much as possible from the Title IV funding provided to Utah.

Sincerely,

Blaine R. Worthen
Director

175 QUARTER CIRCLE DR., LOGAN RFD, UTAH 84321: TEL. (801) 752-1755

EDAAC # SBE 03-2624-02

SURVEY OF SCHOOL DISTRICTS NOT HEAVILY INVOLVED IN TITLE IV - C FUNDING

Wasatch Institute for Research and Evaluation
175 Quarter Circle Dr., Logan RFD, Utah 84321

Please respond to each question below:

1. DISTRICT: ______________________________

2. On February 2, 1981, the Utah State Office of Education (USOE) sent a "Request for Title IV - Part C Proposals" memorandum to all local district superintendents. Similar memoranda have been sent out each year for the past several years. Do these memoranda typically come to your attention? (Check ONE)

______ Yes

______ No (if "No", skip to Question #4)

3. If "Yes", we would like your evaluation of the extent to which those memoranda have provided you with sufficient and appropriate information on the following dimensions: (Circle ONE response for each row)

	Sufficient Information			Insufficient Information	
a. information on purpose of Part C funding	1	2	3	4	5
b. information on whether your district is eligible to compete for Part C funds	1	2	3	4	5
c. information for Part C proposal requirements	1	2	3	4	5
d. information on the process for reviewing and awarding Part C proposals	1	2	3	4	5
e. information on where to obtain help (if needed) in developing a proposal	1	2	3	4	5

(Skip to Question 5)

4. If you do not typically receive the USOE invitations to apply for Part C funding, which of the following best describes the situation in your district? (Check ONE)

_____ The USOE memo to superintendents is directed to other appropriate personnel in our district and they decide on whether to apply for Part C funds.

_____ The USOE memo does not play a key role, but appropriate personnel in our district become aware of the Title IV - C funding competition through other means and decide whether or not to apply. (How do they become aware? ____
____)

_____ Our district has frequently not been informed about opportunities for funding Part C projects.

5. Has your district submitted one or more Title IV - C proposals since 1974? (Check ONE)

_____ Yes

_____ No (if "No", skip to Question #9)

6. If "Yes", have any of your Title IV - C proposals been funded? (Check ONE)

_____ Yes

_____ No

7. For any year(s) your district's Title IV - C proposal(s) did not receive funding (since 1974), we would like to know what you believe to be the reason(s) why that occurred. For each possible reason listed below, please circle ONE response to indicate whether you think that was a major reason, a minor reason, or not a reason for the decision not to fund your proposal(s).

Not a Reason	Minor Reason	Major Reason	
1	2	3	doubt our proposal was good enough to be competitive
1	2	3	our personnel have good ideas but are not trained to be good proposal writers
1	2	3	we were unable to obtain technical assistance necessary to write technical sections of the proposal (e.g., evaluation design)
1	2	3	our personnel have the expertise but lacked the time to prepare a competitive proposal
1	2	3	proposal was good, but budget was too high for available funds
1	2	3	competition was biased against proposals from districts like ours
1	2	3	competition was biased against proposals dealing with the type of project we proposed

Other (Please Explain) ____________________

____

____

____

____

8. Do you feel your responses to item 7 above adequately reflect the reason(s) why your district's Title IV - C proposal(s) did not receive funding? If so, skip to item 9. If not, please supplement your above response by explaining in your own words why you believe the proposal(s) did not receive funding. Use the back of this sheet if necessary.

9. For any year(s) in which your district did not submit a Title IV - C proposal (since 1974), please indicate for each possible reason listed below whether it was a major reason, a minor reason, or not a reason for the decision not to apply for Title IV - C funds.
(Circle ONE for each item)

Not a Reason	Minor Reason	Major Reason	
1	2	3	did not know about the competition in time to submit a proposal
1	2	3	district prefers to fund its own innovative programs without reliance on outside funding that may have "strings attached" and thus lessen local control of schooling
1	2	3	Title IV - C focus is not a district priority
1	2	3	district financial status such that all important programs could be funded from district funds without the need to write proposals for funds
1	2	3	personnel with expertise to write a proposal already fully committed, with no time for proposal development
1	2	3	no personnel available with the technical expertise required to write a Title IV - C proposal
1	2	3	could write a competitive proposal, but no personnel available to run the project if it were funded
1	2	3	felt our proposal would not compete well with those of districts who possess "grantsmen" to write such proposals
1	2	3	do not believe the competition is unbiased; it does not provide a fair opportunity for districts such as ours to compete favorably
			Other (Please Explain) ______________________

10. Do you feel your responses to item 9 above adequately reflect the reason(s) why your district decided not to apply for Title IV - C funding during the years for which that was true? If not, please supplement your above response by explaining in your own words why your district decided not to apply. Use the back of this sheet if necessary.

11. As you know, your district is designated to receive service from the ____. That center received the following Title IV - C grant.

______ (Years) ____ (Project)

The USOE Title IV - C staff intended that this Title IV - C project would serve the needs of your district, along with the other districts in your service region. In other words, it was intended that your district would share equally in the services and benefits that came from funding of this project. Please indicate your opinion as to how well this has worked out by circling ONE response for each item below.

	Strongly Agree				Strongly Disagree
a. The project listed above addresses important needs in our district	1	2	3	4	5
b. The project listed above fits the needs of the majority of districts in our service region	1	2	3	4	5
c. Our district receives an equitable share of the services and benefits that this project brings to our service region	1	2	3	4	5
d. The funds that went into this project could have been used more productively if they had gone directly to local districts	1	2	3	4	5
e. On balance, I feel our district is (has been) well served in Title IV-C through the project listed above and would hope for its continuation	1	2	3	4	5

12. Do you feel your responses to item 11 above adequately reflect your feelings about the extent to which your district benefits from the Title IV - C project listed earlier? If not, please provide additional comments here, using the back of the sheet if necessary.

13. Your regional service center also received the following Title IV - C grant:

______ (Years) ______________________ (Project)

Please respond to each item below for this project.

	Strongly Agree				Strongly Disagree
a. The project listed above addresses important needs in our district	1	2	3	4	5
b. The project listed above fits the needs of the majority of districts in our service region	1	2	3	4	5
c. Our district receives an equitable share of the services and benefits that this project brings to our service region	1	2	3	4	5
d. The funds that went into this project could have been used more productively if they had gone directly to local districts	1	2	3	4	5
d. On balance, I feel our district is (has been) well served in Title IV-C through the project listed above and would hope for its continuation	1	2	3	4	5

14. Do you feel your responses to item 13 above adequately reflect your feelings about the extent to which your district benefits from the Title IV - C project listed earlier? If not, please provide additional comments here, using the back of the sheet if necessary.

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!

APPENDIX 3.2

Ratings of District "Innovativeness" Supplied by USOE Administrators and Staff

FROM: Blaine Worthen

DATE: June 18, 1981

We are attempting to obtain some measure of district innovativeness as part of an evaluation of Utah's Title IV-C program for the Utah State Office of Education. The index we construct will not be publicized, but only used for correlations as part of our data analysis. We would appreciate your cooperation in rating each school district on the scale below. We will make sure the evaluations are kept anonymous and confidential, and will be posted into an overall index for each district; no individual ratings will be used.

PLEASE CIRCLE ONE FOR EACH DISTRICT:

District	Low in Innovativeness				High in Innovativeness
Alpine	1	2	3	4	5
Beaver	1	2	3	4	5
Box Elder	1	2	3	4	5
Cache	1	2	3	4	5
Carbon	1	2	3	4	5
Daggett	1	2	3	4	5
Davis	1	2	3	4	5
Duchesne	1	2	3	4	5
Emery	1	2	3	4	5
Garfield	1	2	3	4	5
Grand	1	2	3	4	5
Granite	1	2	3	4	5
Iron	1	2	3	4	5
Jordan	1	2	3	4	5
Juab	1	2	3	4	5
Kane	1	2	3	4	5
Millard	1	2	3	4	5
Morgan	1	2	3	4	5

District	Low in Innovativeness				High in Innovativeness
Nebo	1	2	3	4	5
North Sanpete	1	2	3	4	5
North Summit	1	2	3	4	5
Park City	1	2	3	4	5
Piute	1	2	3	4	5
Rich	1	2	3	4	5
San Juan	1	2	3	4	5
Sevier	1	2	3	4	5
South Sanpete	1	2	3	4	5
South Summit	1	2	3	4	5
Tintic	1	2	3	4	5
Tooele	1	2	3	4	5
Uintah	1	2	3	4	5
Wasatch	1	2	3	4	5
Washington	1	2	3	4	5
Wayne	1	2	3	4	5
Weber	1	2	3	4	5
Salt Lake	1	2	3	4	5
Ogden	1	2	3	4	5
Provo	1	2	3	4	5
Logan	1	2	3	4	5
Murray	1	2	3	4	5

APPENDIX 4.1

Questionnaire for Obtaining Information About Continuation of Title IV - C Projects

WASATCH INSTITUTE
FOR RESEARCH AND EVALUATION

Dear ________________:

The Wasatch Institute for Research and Evaluation is currently conducting an evaluation of Utah's Title IV - Part C program for the Utah State Office of Education (USOE). As part of that evaluation, it is important to assess the extent to which the USOE has provided sufficient services to districts to help them to continue Title IV - C projects which districts view as successful.

Your district has been identified as having received Title IV - C funding during the period 1974-79, which is the time period for our analysis. Therefore, we need to obtain some information from your district about what, if anything, has happened to the Title IV - C project(s) in your district since the USOE discontinued their funding. We have received approval from the State Educational Data Acquisition Advisory Council to send this survey to you.

I am enclosing a brief personalized questionnaire which I hope you will complete and return to us at your earliest convenience. Or, if you feel one of your staff should answer it, would you please pass the questionnaire to them and request that they complete and return it to us. It is designed so that it should take only a few moments of your time to complete. I know how annoying questionnaires can become, but we really do need this information from your district. If we have not heard from you within the next two weeks or so, we will telephone to see if we can plead our case personally. Meanwhile, if you have any questions, please feel free to call.

Your individual responses will not be shared with USOE personnel. They will only receive summaries of responses from all districts.

A stamped return envelope is enclosed for your convenience.

On behalf of the USOE and our agency, I will be grateful for your cooperation.

Sincerely,

Blaine R. Worthen
Director

BRW:bw

175 QUARTER CIRCLE DR., LOGAN RFD, UTAH 84321: TEL. (801) 752-1755

FOLLOW-UP SURVEY OF UTAH TITLE IV - C PROJECTS: 1974-79

Wasatch Institute for Research and Evaluation
175 Quarter Circle Dr., Logan RFD, Utah 84321

A. DISTRICT: ____________________

B. According to our records, your district has conducted and completed the following Title IV - C projects during fiscal years 1974-79 (July 1, 1974 - June 30, 1979).

Project Title	Year(s) Funded	Project Director(s)

If the above listing is incomplete or inaccurate in any way, please correct or complete it. Also, if you correct the title of a project here, please correct it where it appears later in this questionnaire.

C. PROJECT: ______________________________

1. Please summarize briefly the original need(s) which the above project was designed to address. (Examples of needs which Title IV-C projects might address include: improving reading performance/ability of elementary grade students; providing an individualized math curriculum for gifted students; providing "mainstreaming" training and materials for use of regular classroom teachers in working with handicapped children).

   ORIGINAL NEED WAS: ______________________________

   ____

2. To what extent was this project central to your district's educational program? (Circle the ONE numeral below which best reflects your response):

Project was central to district's educational program	1	2	3	4	5	Project was nice, but not central to district's educational program

3. To what degree has this project been incorporated into the district curriculum, as opposed to being used by only some individuals or schools in your district? (Circle ONE):

Project incorporated into district's core curriculum	1	2	3	4	5	Project operated as a special project in a minority of the district's schools

4. To what degree had the district administration planned, at the time of submitting this project, to provide or find funds to continue it after USOE funds were withdrawn (assuming it proved successful)? (Circle ONE):

Definite plan existed for funding project's continuation if it proved successful	1	2	3	4	5	No thought was given to how to fund project continuation if it proved successful

5. To what extent did your district have sufficient time to develop this project before USOE funding was terminated? (Circle ONE):

Had sufficient time to develop before USOE terminated funding	1	2	3	4	5	Had insufficient time to develop before USOE terminated funding

6. How successful was the project in responding to the need it was designed to address? (Circle ONE):

Was very successful	1	2	3	4	5	Was very unsuccessful

7. This project (Check ONE response which best describes what happened to the project after Utah State Office of Education (USOE) funding was discontinued):

a. ___ terminated when USOE funds were discontinued
b. ___ continued for a time after USOE funds terminated, but has since been discontinued. (How long continued after USOE withdrew funds? ___________ years)
c. ___ is still continuing in the district in its original form (i.e., the form it had before USOE funds were discontinued), but is only in the school(s) initially involved in the project.
d. ___ is still continuing in the district in its original form, and has expanded beyond the school(s) initially involved in the project. (Expanded to what % of relevant schools in the district? _______%)
e. ___ is still continuing in the district, but has been adapted or modified significantly from the original project.
f. ___ other (please explain): ___________________________________

If you checked "A or B" for item 7 above, go on to item 8. If you checked "C or D," SKIP to item 10. If you check "E or F," SKIP to item 9.

8. How much did each of the following factors contribute to the discontinuation of the project? (Please circle ONE response for each item.)

Not a Reason	Minor Reason	Major Reason	Factor
1	2	3	District funds insufficient to support it
1	2	3	Project was not sufficiently effective to warrant continuation
1	2	3	Undesirable "side effects" were discovered
1	2	3	District priorities/needs shifted
1	2	3	Technical expertise of district staff was inadequate without outside help
1	2	3	Political, personality, or personnel factors made continuation impossible
1	2	3	Other (please specify) ___________________
1	2	3	Other (please specify) ___________________

9. Please describe briefly the adaptations or modifications made in the original project (use back of sheet if necessary):

10. What direct changes were brought about in your school district as a result of this project? (Consider such areas as staff training, introduction of new educational materials, or processes, management procedures, educational environment, district policies and planning, and so forth).

11. All things considered, to what extent did this project solve the problem or satisfy the need which led your district to implement it (as outlined in item 1)? (Check the ONE response which best describes your answer):

___ The original need/problem was completely resolved as a result of this project
___ The original need/problem was partially resolved as a result of this project, but additional projects or activities are necessary to completely resolve it
___ The project has done little to resolve the original need/problem
___ Other (please explain): ______________________________
____

12. If you feel your answers to any of the preceding 11 questions may not communicate clearly, or if you want to tell us something more about this project, please supplement or provide a brief explanation here. Use the back of this sheet if necessary.

NOTE: All 12 items on Section C (previous pages) were repeated as Sections D, E, etc., on different colored paper, one section for each Title IV - C project listed in item B earlier. For example, districts having a single project received only items A, B, and Section C; districts having two projects received items A, B, Sections C and D, and so on. Thus, most districts received only a four-page questionnaire; only a handful of districts received longer questionnaires. Each questionnaire was personalized so that each district received only the actual pages to which they needed to respond.

APPENDIX 4.2

Structured Interview Questions Regarding Title IV - C Project Continuation

EDAAC No. SBE 03-2624-05

QUESTIONS USED IN TITLE IV-C INTERVIEWS

A. (Inform the interviewee of the particular Title IV-C project on which you wish to focus your questions).

1. What was the specific need or problem in your district which this project was intended to resolve?

2. How important do you think this need was in relation to other needs and problems with which your district was faced at the time this project was initiated? (Circle ONE response which most closely describes the interviewees response)

Was the most important need we had	1	2	3	4	5	We had several other needs more important

3. To what extent was this need identified within your district, as opposed to responding to a need or priority identified by state or federal agencies? (Circle ONE).

The need was locally determined, arising out of local problems	1	2	3	4	5	Need was created by state and/or federal priorities

4. Is the project still continuing in any form in any schools in the district? _____Yes _____No. If "yes," what is its current status? (Check ONE).

_____ Project operating only in the original school(s)

_____ Project has expanded to other schools, but not all relevant schools in the district

_____ Project has expanded to all relevant schools in the district

_____ Other (Please explain): ______________________________

____

5. In what proportion of your district's schools was this project implemented during the period in which it was funded by Title IV funds for the Utah State Office of Education (USOE)? (Please provide the approximate percentage; e.g., "100%" if it is an elementary school project and all elementary schools implemented the project, 20% if there are five elementary schools in your district and this project was implemented in only one of them; etc.;

______________% of the relevant schools implemented this project.

6a. To what extent did this project have support from the district administration (as opposed to building principals) at the time it was initiated? (Circle ONE):

District administration developed or encouraged development of this project	1	2	3	4	5	District administration permitted but did not encourage initiation of this project

b. Is there evidence that district central administrators planned, at the time of submitting the proposal, to provide or find funds to continue it after USOE funds were withdrawn? _____Yes _____No. If "yes", what is it?

7. We need to know how much contact you had with USOE Title IV personnel in relation to this project. Specifically, approximately how many visits did USOE Title IV staff make to your district during each of the following periods? (Check ANY).

Number of Visits

___Prior to project application (before you began writing a proposal)

___During proposal development

___After project was funded, but not as part of an evaluation of the project

___During an evaluation of the project

8. During the visits you mentioned, which of the following activities or topics were conducted or discussed? (Check ANY that apply):

___ USOE staff provided direct technical assistance

___ USOE staff encouraged or arranged for our district to obtain technical assistance from other sources

___ USOE staff answered questions about Title IV funding, regulations, guidelines, etc.

___ USOE staff monitored or evaluated project timelines, activities, or products

___ USOE staff encouraged continuation of the project after USOE funding would terminate

___ USOE staff helped identify supplemental funding possibilities for project continuation

___ Other (please explain): ____________________________________

____

9. To what extent do you believe this project has had a positive impact on each of the following factors in your district? (Circle ONE for each item):

	Has had a very positive impact				Has had no positive impact on our district
a. District policies/planning	1	2	3	4	5
b. Management procedures	1	2	3	4	5
c. Staff/administrative capabilities	1	2	3	4	5
d. District educational climate	1	2	3	4	5
e. Instructional programs, processes, or materials	1	2	3	4	5

10. What indirect "spin-offs" have resulted from this project? Describe briefly any other projects or indirect benefits which have spun off this project.

11. To what extent do you see outside (state or federal) funds as useful to you in solving problems in your districts? (Circle ONE):

Outside funds are very helpful and important to us	1	2	3	4	5	Outside funds have so many strings attached that they are hardly worth the bother

12. In summary, what would you say is the major reason your district decided to continue/discontinue this Part C project?

13. What do you see as the major benefits the Title IV-C program offers to your district?

14. What do you see as the major deficits associated with the Title IV-C program?

15. Do you have any other comments you would like to make regarding the operation of Title IV-C at the local, state or federal levels?

APPENDIX 5.1

Request for Title IV - Part C Proposals
For FY 82

250 EAST 500 SOUTH STREET • SALT LAKE CITY, UTAH 84111 • TELEPHONE (801) 533-5431
32

UTAH STATE OFFICE OF EDUCATION

WALTER D. TALBOT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

MEMORANDUM

TO: All Local District Superintendents

FROM: Dr. Kent L. Worthington, Administrator
Division of Program Administration

DATE: February 2, 1981

SUBJECT: Request for Title IV - Part C Proposals for FY 82 (1981-1982 school year)

Enclosed are materials compiled by our Dissemination and Educational Development Staff which may be used to prepare applications for funding under Title IV - Part C: Improvement in Local Education Practice. Since guidelines for this project have been modified during the past year, interested district personnel should read all of the enclosed materials and follow the instructions very carefully. We also request that you distribute this information to others in your LEA who may have responsibility or interest in applying for Title IV - Part C funds.

Two primary sources of assistance are available to those Districts which complete an application. Attached are two "model" proposals for a hypothetical project. In addition to serving as an example, the model proposals include additional explanation and written instruction about the required format and content of proposals submitted by LEAs for Title IV - Part C funding. Secondly, the Utah State Office of Education (USOE) is prepared to assist those LEAs which have identified a serious educational need within their system, and want to apply for Title IV - Part C funds, but feel they lack sufficient in-house expertise to write a competitive proposal. LEA personnel who feel they may require assistance from USOE in completing their application should tear out, sign and return page one of the attached memorandum before 5:00 p.m., March 2, 1981 (or preferrably much earlier to assure the LEA a choice in personnel who will provide such technical assistance).

Persons who have any other questions, should contact Mr. Bill Cowan as soon as possible.

ision of Program Administration
Telephone (801) 533-5061

Adult Education and Community Services
Dissemination and Educational Development
Telephone (801) 533-5061
Compensatory and Bilingual Education
(801) 533-6092
Special Education (801) 533-5982

Persons who have any other questions, should contact Mr. Bill Cowan as soon as possible.

One item should be stressed. It is of the utmost importance that the guidelines contained in the attached request for proposals be followed. Proposals will be rated on explicit criteria which make it most unlikely that a proposal will be highly rated (and therefore funded) if the guidelines are ignored. Copies of the rating sheets which will be used by proposal reviewers are attached for both "adoptable" and "continuing developmental" project proposals.

REQUEST FOR ASSISTANCE IN PREPARING
TITLE IV - PART C PROPOSALS

(Mail to Mr. Bill Cowan, Utah State
Office of Education, 250 E. 5th South
Salt Lake City, Utah 84111)

DISTRICT: ________________________________

GENERAL AREA OF PROPOSED PROJECT: ________________________________

GENERAL NATURE OF ASSISTANCE NEEDED (e.g., designing an evaluation; helping focus the project objectives; writing the whole proposal): ________________________________

District Official Authorizing the Request for Assistance:

____
Signature

________________________ ________________________
Date Title

ESEA TITLE IV - PART C

Instructions for Completing Grant Application

Purpose

Under authority of P.L. 95-561 as amended, notice is hereby given of the opportunity to submit competitive proposals for the purpose of improving the quality of elementary and secondary educational practices.

Description of Title IV - Part C: Improvement in Local Education Practice

A total of approximately $500,000 will be available during FY 82 (July 1, 1981 - June 30, 1982) to fund Title IV - Part C projects in Utah LEAs. These monies will be awarded on a competitive basis to LEAs who have identified a significant need in their current educational system and propose to continue the development of new programs or adopt existing validated programs from elsewhere to respond to these areas of need. (Please note that no new developmental projects will be funded.) Interested LEAs submit proposals in competition with other LEAs of similar size and resources. Projects funded by Part C fall into two areas: adoptable projects and developmental projects.

1. Developmental projects are funded when the LEA has identified a serious educational need within their system but is unable to locate other validated projects which are appropriate for meeting this need. Proposals by LEAs to conduct a developmental project must demonstrate that the LEA has adequate resources and expertise to develop a program, and evaluate the effectiveness of the program being developed over the three-year period. Funds for developmental projects are provided with the expectation that LEAs will continue, with their own resources, those programs which prove to be effective during the developmental period.

   Developmental projects can be funded up to five years but are typically funded for three years of developmental activities with a fourth and possibly fifth year of dissemination activities if the project proves effective. New developmental projects are only funded every three years. The most recent three-year cycle began in July of 1979. Consequently, no new developmental projects will be funded. However, all LEAs who managed first-year developmental grants during 1980-81 will be required to submit a continuing developmental proposal if they wish to continue the project.

2. Adoptable projects are funded when a LEA identifies a critical educational need in their system and is also able to identify an existing validated program which has a high probability of meeting this need. Information about the availability of such validated programs is disseminated by the U.S. Office of Education and the

Utah State Office of Education through various conferences, booklets, newsletters, and individual contacts. Those programs available for adoption have already demonstrated their effectiveness according to rigorous criteria set up by either the state or the federal government; and, staff from programs eligible for the adoption have demonstrated a willingness to assist other LEAs in adopting their program.

Adoptable projects are funded, on a competitive basis, every year and are typically funded for a one-year period, although adoptables may receive two years of funding if sufficient need is demonstrated. Funding of an adoptable project is based on the premises that: (1) the LEA posesses the expertise necessary to implement and test the effectiveness of such a program; (2) funds will be used only to test the effectiveness within the LEA of a project which has been validated elsewhere; and, (3) the LEA is committed to continue the program (if it proves effective) when Title IV funding is completed.

Introduction

Grants to LEAs under Title IV - Part C are based on competitive proposals submitted or post-marked by or before 5:00 p.m. March 27, 1981. An LEA may submit any number of proposals. However, if multiple applications are submitted for adoptable projects the LEA is required to indicate the rank order of their preference for the applications. Two types of projects are eligible for assistance during FY 82 adoptable and continuing developmental.

Each project will compete for available funds with other project proposals from LEAs of similar size and resources as follows:

Category A	Category B	Category C	Category D
Alpine	Box Elder	Emery	Beaver
Davis	Cache	Grand	Daggett
Granite	Carbon	Millard	Garfield
Jordan	Duchesne	Morgan	Juab
Nebo	Iron	North Sanpete	Kane
Ogden	Logan	South Sanpete	North Summit
Salt Lake	Murray	Wasatch	Park City
Weber	Provo		Piute
	San Juan		Rich
	Sevier		South Summit
	Tooele		Tintic
	Uintah		Wayne
	Washington		

Since Part C grants are based on competitive proposals, the applications must contain more detailed information than for parts B and D. The information and instructions that follow are provided to give each LEA a fair chance in preparing proposals.

Funds Available

The approximate amount of money available for adoptable projects from districts is as follows:

Category A	Category B	Category C	Category D
$ 152,000.00	$ 78,700.00	$ 28,800.00	$ 40,500.00

Funding Cycle

Requests for proposals are mailed to each LEA by February 2nd. If LEAs wish assistance in preparing applications, written requests for assistance must be received by Mr. Bill Cowan, Utah State Office of Education, before 5:00 p.m. on or before March 2, 1981. Assistance to LEAs desiring help in preparing applications for financial assistance is provided between March 3rd and March 26th. Applications for grant awards must be postmarked or received on or before 5:00 p.m. on March 27, 1981. Grant awards will be announced on or before May 15. Grant awards ordinarily become effective on July 1. The duration of the grant is for 12 months, ending on June 30, unless a request for an extension is made at least 60 days in advance. The maximum allowable extension is 90 days.

Proposal Review Procedures and Evaluation Criteria

Each proposal received before the specified deadline will be reviewed and evaluated by a panel of four people selected by the Title IV State Advisory Council and the Utah State Office of Education. Reviewers will be selected from among public school and higher education personnel who have demonstrated expertise and are familiar with the objectives and goals of Title IV - Part C. As noted previously each LEA will compete for available funds only with other LEAs of similar size and resources. Panel members will review each application according to the criteria specified below and will make funding recommendations to the Title IV State Advisory Council.

Criteria for Continuing Developmental Projects

	Area[1]	Possible Points
1.	Past Performance	30
2.	Statement of Need	10
3.	Quality of Objectives	10
4.	Statement of Work	20
5.	Qualifications of Personnel	20
6.	Cost Effectiveness (Budget)	10
		100

Criteria for Adoptable Projects

	Area	Possible Points
1.	Statement of Need	35
2.	Quality of Objectives	10
3.	Statement of Work	25
4.	Qualifications of Personnel	20
5.	Cost Effectiveness (Budget)	10
		100

---

[1] Further elaboration on the elements which will be considered by reviewers in each section is included in the Program Narrative Section.

Guidelines for Proposals

The Standard Application for Financial Assistance (attached) must be completed for each grant proposal. If an LEA is proposing more than one Part C project, separate application packages must be completed for each proposed project. Instructions for each section of the proposal are provided below.

Part I - General Information - Attached instructions should be sufficient.

Part II - Assurances: District Assurances are on file in the USOE and are applicable to the Title IV program.

Part III - A Program Narrative written according to the format described below should be provided. Please note that the format of the Program Narrative will vary to some degree depending on whether the LEA is proposing an adoptable project or a continuing developmental project.

Instructions for Part III - Program Narrative

Contents of Program Narrative for Continuing Developmental Projects

The Program Narrative for Continuing Developmental Projects should be no longer than 25 pages and should include the following components:

1. Abstract (1 page): Provide a concise summary of the need to which the project is responding, a description of the project, the project's objectives, the proposed activities, and the anticipated outcomes and benefits of the project.

2. Table of Contents (1 page): A table of contents containing 2 or 3 levels of headings should be included to assist reviewers in locating specific sections of the application. Each page of the program narrative beginning with the Statement of Needs section should be consecutively paginated.

3. Statement of Need (1 - 3 pages): Discuss in detail the particular need to which the proposed project is responding. Evidence as to why the LEA views this as a critical need should be presented. Needs assessment data may, but need not necessarily include reference to test scores, survey data, or other statistical information. Of paramount importance is that the LEA demonstrate conclusively that the area to which this project is responding represents a top priority need in the LEA which has support of local administration and has been identified through a systematic and comprehensive process.

4. Objectives (1 - 3 pages): No more than six main project objectives should be listed. Although some process objectives are acceptable, most of the objectives should be outcome objectives. All objectives must be clearly stated in measurable terms. The relationship of the objectives to the need described in Section 3 must be clear. If desired, the applicant may want to group objectives under 1-3 project goals. For continuing projects it is permissable to revise the original objectives based on the previous year's experience.

5. Accomplishments of Previous Year (5 - 8 pages): Summarize the activities, accomplishments, and progress of the project during the previous year. Include any evidence regarding the effectiveness of the project and adherence to projected timelines. Any difficulties the project has encountered should be discussed along with the actual or proposed resolution.

6. Statement of Work (5 - 8 pages):

   a. Program Development: Describe the procedures and activities which will be necessary to conduct the project for the coming year. Activities for the coming year should be described in detail and activities for subsequent years (if any) should be summarized briefly. This discussion should provide evidence of the LEA's ability to conceptualize and carry out a project of this nature. A timeline showing the projected completion date of key project milestones should be included.

b. Evaluation of Project Effectiveness: Describe in detail the evaluation activities which will be conducted to determine whether the project has been effective in responding to the critical area of need identified by the LEA. Evaluation activities should be structured so the LEA can make decisions about continuing the project after Title IV - Part C funding is completed, as well as providing information about the attainment of each of the objectives.

7. Project Deliverables (1 - 2 pages): Summarize briefly the reports, instructional materials, handbooks, or other products that the project will produce. As a minimum this section should include reference to the interim and final reports of the project which will be submitted during the funding year.

8. Qualifications of Proposed Staff (2 - 4 pages):

a. LEA staff: Describe the relevant training, experience, and expertise of involved LEA staff that will enable them to successfully implement and evaluate the project. The responsibilities of each staff member regarding the project should be discussed.

b. Projected Technical Assistance: Describe any additional technical assistance which will be required from non LEA staff in order to implement the project. The rationale for this assistance and the way in which assistance will be coordinated with LEA staff should be included.

9. Budget: Continuing Developmental Projects are funded to the degree necessary to develop, implement and test the effectiveness of a project which is responding to previously identified critical needs. Generally, it is anticipated that Title IV - Part C funding will be reduced during the 2nd and 3rd years of the project and LEA support and funding will be increased.

Each application for funding must be supported by a detailed budget adequate to establish the reasonableness of the proposed expenditures. The budget should contain two sections:

a. Line item budget: A line item budget should contain, as a minimum, projected expenditures in the following areas: (1) personnel, (b) employee benefits, (c) purchased services (e.g. consultants), (d) supplies and materials, (e) travel, (f) capital expenditures, (f) total direct costs, (g) indirect costs, and (h) total.

b. Budget narrative: An attached budget narrative should show in detail how the line item total for each line was arrived at for all totals which are not readily apparent.

Contents of Program Narrative for Adoptable Projects

The Program Narrative for adoptable projects should be no longer than 25 pages and should include the following components:

1. Abstract (1 page): Provide a concise summary of the need to which the project is responding, a description of the project, the project's objectives, the proposed activities, and the anticipated outcomes and benefits of the project.

2. Table of Contents (1 page): A table of contents containing 2 or 3 levels of headings should be included to assist reviewers in locating specific sections of the application. Each page of the program narrative beginning with the Statement of Need section should be consecutively paginated.

3. Statement of Need (1 - 3 pages): Discuss in detail the particular need to which the proposed project will respond. Evidence as to why the LEA views this as a critical need should be presented. Needs assessment data may, but need not necessarily, include reference to test scores, survey data, or other statistical information. Of paramount importance is that the LEA demonstrates conclusively that the area to which this project is responding represents a top priority need in the LEA which has support of local administration and has been identified through a systematic and comprehensive process.

4. Objectives (1 - 3 pages): No more than six main project objectives should be listed. Although some process objectives are acceptable most of the objectives should be outcome objectives. It is anticipated that the objectives for the proposed project will parallel closely those of the validated project which is being adopted. All objectives must be clearly stated in measurable terms. The relationship of the objectives to the need described in Section 3 must be clear. If desired, the applicant may want to group objectives under 1-3 project goals.

5. Statement of Work (6 - 12 pages):

a. Rationale for Selection: Discuss the process and rationale used to select this particular adoptable project from among the available alternatives. What evidence exists that the project will meet the identified need, what alternative approaches were considered, and what advantages does this project have that led to its selection?

b. Implementation: Provide a brief description of the proposed project. Also describe in detail the activities and procedures which will be necessary to properly implement the proposed project. This discussion should provide evidence of the LEA's ability to conceptualize and carry out a project of this nature. A timeline showing the projected completion date of key project milestones should be included.

c. Necessary Adaptation and Preservation of Key Elements:

Although some minor adaptation may be necessary by the adopting LEA, it is imperitive that the "key elements" of the validated project be preserved during the adoption process if the identified needs are to be met. This section should describe the rationale for and the extent of any adaptations which will be necessary for the LEA to adopt this project. Procedures for insuring that the key elements of the validated project are preserved should be summarized.

d. Projected Contact with Developer/Disseminator: The adoption of most validated projects requires that the adopting LEA have contact with the original developer of the project or with trainers who have been certified by the original developer. The degree to which assistance from the original developer is planned and the procedures for obtaining and coordinating such assistance should be described. If no assistance or contact with the original developer is planned, the LEA's rationale should be given.

e. Evaluation of Project Effectiveness: Describe in detail the evaluation activities which will be conducted to determine whether the project has been effective in responding to the critical area of need identified by the LEA. Evaluation activities should be structured so the LEA can make decisions about continuing the project after Title IV - Part C funding is completed, as well as providing information about the attainment of each of the objectives. It is not the intent of this evaluation to revalidate the adopted project, *per se*; such validation should already have taken place for any project judged ready for adoption.

6. Project Deliverables (1 - 2 pages): Summarize briefly the reports, instructional materials, handbooks, or other products that the project

will produce. As a minimum this section should include reference to the interim and final reports of the project which will be submitted during the funding year.

7. Qualifications of Proposed Staff (2 - 4 pages):

   a. LEA staff: Describe the relevant training, experience, and expertise of involved LEA staff that will enable successful implementation and evaluation of the project. The responsibilities of each staff member regarding the project should be discussed.

   b. Projected Technical Assistance: Describe any additional technical assistance which will be required from non-LEA staff in order to implement and evaluate the project. The rationale for this assistance and the way in which assistance will be coordinated with LEA staff should be included.

8. Budget: Adoptable projects will only be funded to the degree necessary to adequately implement and test the effectiveness of the program within the adopting LEA. Funds may not be used to disseminate a program throughout the LEA once effectiveness has been demonstrated. Furthermore, Title IV - Part C funds will not be approved to implement a program LEA wide for purposes of testing the effectiveness of the program, if an adequate test could be conducted with implementation in only part of the LEA.

   Each application for funding must be supported by a detailed budget adequate to establish the reasonableness of the proposed expenditures.

   The budget should contain two sections:

   a. Line item budget: A line item budget should contain, as a minimum, projected expenditures in the following areas: (1) personnel, (b) employee benefits, (c) purchased services (e.g. consultants), (d) supplies and materials, (e) travel, (f) capital expenditures, (f) total direct costs, (g) indirect costs, and (h) total.

   b. Budget narrative: An attached budget narrative should show in detail how the line item total for each line was arrived at for all totals which are not readily apparent.

APPENDIX 5.2

Model Continuing Developmental Proposal

TO: All LEA's

FROM: Bill E. Cowan, Specialist
Title IV - Part C

SUBJECT: Model Proposals for Title IV - Part C Grant Applications for FY 82 (1981 - 1982 school year)

The enclosed proposal is an example of a continuing developmental Title IV grant application. The format of the application follows the guidelines recently distributed in the call for proposals. As you prepare your own proposals, you should use this model proposal as a guide.

You should note that the enclosed proposal is single spaced with double columns. Two columns were used in order to provide you with explanations and suggestions. Your proposal should be double spaced and fill the entire page (except for the ABSTRACT which should be single spaced). The length suggestions in the Call for Proposals refer to double spaced pages. If you have any questions about the model proposal or about the requirements for Title IV - Part C funds, contact Mr. Bill Cowan at the Utah State Office of Education.

cl

OFFICE OF THE UTAH STATE BOARD OF EDUCATION
STANDARD APPLICATION FOR FINANCIAL ASSISTANCE

PART I - GENERAL INFORMATION

1. Applicant's Name and Address:

Lake Valley School District
Name

579 East 750 South
Street Address (P.O. Box

Utah 85555
State Zip Code

Special Education
Department/Division

Small City Lakeview
City County

2. Date of Application March 29, 1981	3. Beginning Date July 1, 1981
4. Length of Program 12 months	5. Descriptive Name of Program Notetaking and Tutoring
6. Program Director Mark Howard	

7. Type of Project for which assistance is requested:

- ☐ New Project
- ☒ Continuing Project
- ☐ Revision Project
- ☐ Other (Specify)________
- ☐ Dissemination Project
- ☐ Extension Project
- ☐ Supplement Project
- ☐ Planning Project

8. The applicant certifies that, to the best of our knowledge and belief, the data in this application are true and correct, and that we will comply with assurances on file if the grant is approved.

School District Lake Valley School District	
Signature of Superintendent	Telephone No. (include area code and extension) (801) 777-5555

Due date is on or before April 1, 1981

Return to:

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NOTETAKING AND TUTORING FOR MAINSTREAMED HEARING IMPAIRED STUDENTS

ABSTRACT

The enrollment of hearing impaired students in the Lake Valley School District has increased dramatically over the past two years. In 1970 there were two secondary aged hearing impaired students and in 1980 this number increased to 32. A needs assessment conducted by the district in 1980 indicated that these newly enrolled hearing impaired students needed more than the traditional support service of interpreting. The data demonstrated that notetaking and tutoring services were also critically needed by the hearing impaired students. As a result of the needs assessment, the district began to develop a program to train normally hearing peers and paraprofessional adults as tutors and notetakers. The primary goals of the program are to help hearing impaired students succeed in the regular classroom and to improve the social contact between hearing impaired and normally hearing students. In FY-81 the district: 1) conducted a materials search, 2) completed content and task analyses on both tutoring and notetaking, 3) produced a prototype copy of the notetaking training materials and 4) conducted a small pilot test with the notetaking training program. In FY-82 the district will: 1) revise the notetaking materials, 2) design a handbook for tutors, 3) design workshops to train tutors and notetakers and 4) implement the entire instructional system with normally hearing peers and paraprofessional adults. In order to evaluate the effectiveness of the program the district will: 1) have the materials critically reviewed, 2) videotape tutoring sessions and rate the quality of these sessions, and 3) survey teachers, students and tutor/notetakers. In each of these evaluation activities data will focus on two questions: 1) should the program be continued? and 2) if the program is continued, how could it be improved? If the data indicate that the program is perceived positively, the district will propose a continuation of its development for FY-83. During this final year summative data will be gathered on the entire instructional system.

The Need

Objectives

Accomplishments

Statement of Work

Future Plans

SUGGESTIONS TO APPLICANTS

The abstract is a brief condensation of the larger proposal. It should contain each of the major parts of the proposal you see bracketed in this example. The abstract should not contain any information on the qualifications of proposed staff or budget figures.

The statement of work section is the heart of the abstract. It should contain a concise description of the major development and evaluation tasks you expect to accomplish during the coming year.

If appropriate, include a brief description of your project plans for the following year.

NOTETAKING AND TUTORING FOR MAINSTREAMED HEARING IMPAIRED STUDENTS

STATEMENT OF NEED

In 1976 the Lake Valley School District was selected as one of two target school districts in the state to accept mainstreamed hearing impaired students. As enrollment data were analyzed in the school district a distinct increase of hearing impaired student enrollment was noted. In 1970 the school district enrolled only two secondary aged hearing impaired students. In 1975 there were ten hearing impaired students enrolled and with the passage of P.L. 94-142 the enrollment increased to 32 hearing impaired students in 1980.

As more hearing impaired students enrolled in secondary programs, the district began to examine the types of support services needed by these students. During intake interviews, parents usually requested three types of services for their hearing impaired children: (1) interpreting services, (2) note-taking services, (3) tutoring services. While some parents felt that their child did not need all three services, all parents requested at least two of the services. When the initial Title IV developmental proposal was submitted last year, the district had no means of providing these critical support services to hearing impaired students.

As part of the initial developmental proposal submitted last year, the district conducted a needs assessment with hearing impaired students, specialists in deaf education, teachers, and parents. The results of that needs assessment indicated that students viewed and interpreted as extremely important and equally valued support services. As academic performance of hearing impaired students was examined, however, it was found that notetaking alone did not ensure academic success. Even for students who had both interpreting and notetaking services, teachers still felt a need for additional remedial instruction. Another important finding in the needs assessment indicated that almost none of the hearing impaired students had developed a healthy social relationship with normally-hearing students.

SUGGESTIONS TO APPLICANTS

The Statement of Need section in a continuing developmental proposal should briefly summarize the need statement of your new developmental proposal written the previous year.

The need statement should also include any new data gathered during the first year of the project. As you move through a development project, your needs often change or become more focused. Describe any "new" needs which have surfaced and describe evidence for these needs.

OBJECTIVES

First goal: To help hearing impaired students succeed in the regular classroom.

1. To improve the academic performance of hearing impaired students as measured by criterion referenced tests administered by the teacher and norm referenced tests administered by the school district.
2. To improve hearing impaired students' personal study habits as measured by students' and tutors' perceptions.
3. To increase hearing impaired students' independent study time.

Second goal: To improve the social contact between hearing impaired and normally-hearing students.

1. To increase the attendance of hearing impaired students at school social functions.
2. To increase the amount of personal contact and communication between hearing impaired and normally-hearing students.
3. To provide more opportunities for hearing impaired students to act as tutors for normally-hearing students.

Make the objectives short and pointed. In this proposal each objective fits under a broader goal. The goal need not be "tight". But the objectives should be discrete and measurable.

Some of these objectives are not designed to be measured with paper/pencil test--but each objective is stated so that the proposal reviewer can see how you intend to measure it.

ACCOMPLISHMENTS OF PREVIOUS YEAR

One of the most important accomplishments of FY-81 was the completion of a more thorough needs assessment. Several important conclusions resulted from the needs assessment efforts of the district. First, hearing impaired students had difficulty reading the notes taken by volunteers. Second, it was often difficult to find interested volunteers who were willing to commit themselves to the task. Third, the needs assessment demonstrated that even when adequate notes were provided to students, comprehension of course content still suffered. These data indicated that hearing impaired students in a mainstreamed setting needed more than the interpreting and notetaking support services provided. Fourth, of the ten hearing impaired students that were tracked during the needs assessment, only two students had developed meaningful friendships with normally-hearing students. The remaining eight hearing impaired students had almost no social contact outside of school with either hearing impaired or normally-hearing students. As the family members of these eight socially isolated students were interviewed, it was determined that the students' socialization in the school for the deaf had been more healthy than it was in the mainstreamed setting. In other words, these eight students had previously felt comfortable with certain other hearing impaired friends and now had been unsuccessful at making any hearing impaired or normally-hearing student friends.

In a continuing developmental proposal it is important to state clearly the accomplishments of the previous year. You should feel free to describe your "real" accomplishments, even if they differ from what you expected to do.

Materials Search

Following the needs assessment a thorough materials search was conducted to identify strategies and/or programs that would aid the district in developing a new notetaking and tutoring instructional system. As part of the materials search, written and telephone contacts were made with six major institutions in the country involved in educating hearing impaired students: 1) The National Technical Institute for the Deaf in Rochester, New York, 2) Gallaudet College in Washington D. C., 3) the California State University at Northridge, 4) the Seattle Community College, 5) the Technical Vocational Institute in Minnesota, 6) and the Texas School for the Deaf at Austin. Each institution was asked to provide information regarding notetaking and tutoring

Most new developmental projects should include a materials search. If you did not conduct a formal search, describe how you determined that a new program needed to be developed. (You may have contacted experts who assured you that such programs were not available).

strategies for mainstreamed deaf students. Publishers such as the Alexander Graham Bell Association of the Deaf, and the Conference of American Instructors of the Deaf were contacted concerning published programs on notetaking and tutoring.

The results of the materials search indicated that institutions involved in deaf education were just beginning to consider the support services of tutoring and notetaking. While most institutions had elaborate training programs for interpreters, none of the institutions had a viable program for training notetakers or tutors. Certain of the institutions had begun, but not yet completed the development of such programs. Telephone contacts were made with the developers at those institutions responsible for creating a training model for the notetaking and tutoring services. These contacts, however, showed that the institutions were in the preliminary stages and had not yet finalized any training programs or models. While the materials search did not identify any validated training procedures for notetakers, training programs for tutors were found. None of the tutoring models identified had been validated with hearing impaired students, but two of the models did seem to have potential for such. These two models were entitled The Programmed Tutorial Model and the Structured Tutoring Model. After careful review by administrators, special educators, and deaf education specialists on the selection committee, it was determined that the structured tutoring model would provide the district with the best pattern for developing its own tutoring program for hearing impaired students.

Usually, a materials search results in the identification of some programs that are close to your project. You should summarize the ideas you have borrowed from such programs.

Content and Task Analyses

During Fy81 the project team conducted independent content and task analyses for both notetaking and tutoring. In the task analyses each team member independently listed all of the tasks and subtasks that would be necessary to be a proficient notetaker and a proficient tutor. These individual analyses were compared for consistency. Final lists were then prepared by the committee and reviewed by experts involved with deaf education support services. The final lists contained major skills necessary for notetaking and separate skills necessary for tutoring. Underneath each major skill, subskills were listed and content specifications suggested for organizing the skills

In most developmental projects you will conduct some kind of content and/or task analysis so that you can identify the precise components of what you want to teach.

and subskills into an appropriate format for instructional presentation.

The major skills identified for notetaking were as follows: 1) ability to modify language so that hearing impaired students can comprehend it, 2) ability to organize classroom lecture material that is presented haphazardly, 3) ability to use effective instructional techniques when taking notes (generate additional examples and modify teacher generated definitions), 4) awareness of common experiential deficits of hearing impaired students.

The major skills identified in the content and task analyses on tutoring indicated that proficient notetaking skills would be easier to acquire than would proficient tutoring skills. The major skills identified for tutoring were as follows: 1) basic skills in manual/simultaneous communications, 2) general skills in communicating with hearing-impaired students (techniques for communicating with both oral and simultaneous communications students), 3) skills in general tutoring techniques (being supportive of the student, providing structure in tutoring sessions, and increasing student independence), 4) expertise in the content being taught.

Based on the task and content analysis, it was determined that student peers would be trained as notetakers and paraprofessional adult aides would be trained as tutors for the mainstreamed hearing impaired students in the district. It was argued that student peers would not be able to become effective tutors because of the difficulty in acquiring communications skills. The committee agreed that paraprofessional adult aides would be more appropriate as tutors because they would be able to participate in communications training. It was also argued that another advantage of using paraprofessional adults as tutors would be the tighter control made possible because they would be employees of the district.

Notetaking Training Materials Produced

During FY-81, a 50 page manual was drafted as a notetaking training aide. The manual contains three major sections. The first section describes appropriate procedures for interacting with the hearing impaired student and the classroom teachers.

If you are unfamilar with procedures for conducting task or content analysis, you can involve a professional program developer as a technical consultant.

(Your accomplishments may differ greatly from the accomplishments described in this proposal, but the section is important and should be given careful thought).

One of the most important parts of last year's accomplishments is a description of the products you produced. If you did not complete any

Notetakers are encouraged to provide teachers with examples of their notes and to encourage hearing impaired students to provide critical feedback on the notes, so that notetakers can improve their skills. The second section of the manual focuses on the mechanics of notetaking, including: organization techniques, using white space, making copies of notes, identification and pagination. The third section of the manual provides examples and directions for making instructional modifications in the classroom lecture as the notes are taken. Notetakers are encouraged to increase the number of examples given to explain concepts, use visual diagrams wherever possible, and to modify difficult concept definitions.

Notetaking Pilot Test

During FY-81, ten notetakers were trained in one high school to serve 15 hearing impaired students. The basic conclusions of the notetaking pilot test indicated that the training given to student peers was effective. Through a notetaking simulation study, hearing impaired students were asked to rate the quality of notes taken by trained notetakers and notes taken by untrained notetakers. The results of the study indicated that hearing impaired students consistenly preferred notes taken by trained notetakers. Teachers who reviewed the notes taken by trained and untrained notetakers also agreed consistently that the training was producing an important and positive effect.

One of the surprising findings during the FY-81 pilot study concerned the increased interest level of normally hearing students in the hearing impaired program. Because of the interests that have been generated by the notetaking pilot test, the special education director in the district proposed that a course in sign language be offered in the foreign language department of the high school. Although the course was not heavily advertised, 40 students (38 normally-hearing students and 2 orally trained hearing impaired students) registered for the course. At the completion of the term, the sign language intructor asked the students in the class if any of them would be interested in participating as tutors the following year in the notetaking and tutoring project. Twelve of the students indicated such an interest (11 normally-hearing students and 1 orally trained hearing impaired student).

final instructional products, you should describe how much of the product you have completed.

A developmental project should include some form of a pilot test. You may describe here any attempts you have made to try out your ideas. You may not have conducted a formal pilot test during the first year, but even if you only got preliminary feedback from a small sample of students or teachers, describe the results in this section.

STATEMENT OF WORK

Program Development

FY-82, the development phase, will consist of eight separate steps as can be seen in the project time line chart at the end of this section. The first task will be to revise the notetaking handbook based on the evaluative data collected in FY-81. While the data showed that the program accomplished its purpose, notetakers and critical reviewers made helpful suggestions for improving the notetaking materials. The most notable of the criticisms was the lack of adequate examples to illustrate the various principles described in the handbook. More appropriate examples of quality notes were collected during the FY-81 pilot test and will be included in the FY-82 version of the notetaking handbook. The second task to be accomplished in the development phase will be to conduct communications training for paraprofessional adults and the previously mentioned interested normally-hearing peers. This training will be conducted three weeks prior to the beginning of school and will end two weeks after the school year begins. The training will consist of sign language communications training and general techniques for communicating with hearing impaired students.

In the Program Development section you should explain the process you will use to create the instructional products and strategies to implement the program. Some of these tasks may involve revisions of products you began to develop last year. In this example proposal the notetaking handbook needed major revisions during the second year of the project.

The primary development task for FY-82 will be to design and produce a handbook for tutors of hearing impaired students. Many of the basic principles included in the handbook will be borrowed and adapted from the structured tutoring model selected by the project team in FY-81. It is anticipated that the handbook will consist of four primary sections: 1) a section on general techniques of tutoring, 2) tutoring techniques for specific content areas, 3) communications aides, 4) study skills development techniques. During the design phase (task No. 3 on the project time line) each of the major sections of the manual will be analyzed and outlined.

Once the committee has agreed on specific design specifications for the tutoring handbook, sections of the manual will be assigned to various project team members. During this phase, the writing and illustrations for the handbook will be produced by the team members and graphics specialists. As each section of the manual is completed, project team members will review each other's work. An

You will also describe new development activities. In this proposal the tutoring handbook was the major focus of development efforts for the second year of the project.

English specialist, experienced in editing, will then edit the handbook for language consistency.

After the tutoring handbook has been completed, workshops will be designed to introduce the principles to student peers and paraprofessional adults. These tutoring workshops will include role playing, the general techniques through simulation activities, general practice in communications techniques (including language modification techniques for tutoring), and study skills development. As the workshops are being designed, the project team member in charge of implementation will assign the notetaking and tutoring services to students for the following term.

At the beginning of the term in FY-82, the prospective tutors will be trained using the format produced during the design phase for the workshops. It is anticipated that at least four separate workshops will be conducted for the paraprofessional adults and the student peers. Once the peers and adults have been properly trained, the tutoring services will be implemented on a pilot basis from the last week in February to the end of the school year.

In FY-83 the tutoring materials will be revised based on the data gathered in the FY-82 field test. Minor revisions will also be made in the notetaking training materials. After the materials have been revised the total program will be implemented and evaluated. In FY-83 the evaluation will be designed to gather primarily summative data rather than formative data as gathered in FY-82. Emphasis will be placed on determining the overall worth of the program to hearing impaired students. A comparison group will be designated who will not receive tutoring or notetaking services during the first term of school. These students' progress will be compared with students who do have access to the services.

Evaluation of Project Effectiveness

As can be seen on the project time line chart at the end of this section, there are six primary evaluation tasks to be conducted during FY-82. The first task will be to obtain competent reviewers (experts in deaf education, tutoring, and support services for deaf students) to provide critical

In all continuing developmental proposals there are some "implementation" type activities that must be included. Some of those activities fit more appropriately in the development section, and others fit more appropriately in the evaluation section. Tasks which focus on training probably belong in the development section, while tasks which focus primarily on data collection primarily belong in the evaluation section.

If you plan to continue the program a third year, briefly indicate your project plans for that year.

feedback on the materials. Reviewers will critically review the materials alredy produced for notetakers and, more importantly, the newly produced materials for tutors. These "face-validation" activities will provide the project team with needed information on how the materials can be improved. Reviewers' comments will compiled by one of the project team members and used for materials revisions.

The second evaluation task will involve the video taping of tutoring sessions conducted by both student peers and paraprofessional adults. Each of the tutors will be asked to provide the project team with a schedule of their tutoring sessions. The project team will then select at random tutoring sessions to be videotaped. These videotapes will serve two purposes: 1) as a training aide to help tutors improve their skills. 2) as a source of specific data on the effectiveness of the training program.

After the videotapes have been gathered, they will be randomly assigned to trained raters selected from among project team members and other specialists in tutoring and deaf education. A special rating scheme will be devised to evaluate the degree to which tutors have mastered the required tutoring skills taught during the training program used as the workshops and the tutoring handbook materials are revised.

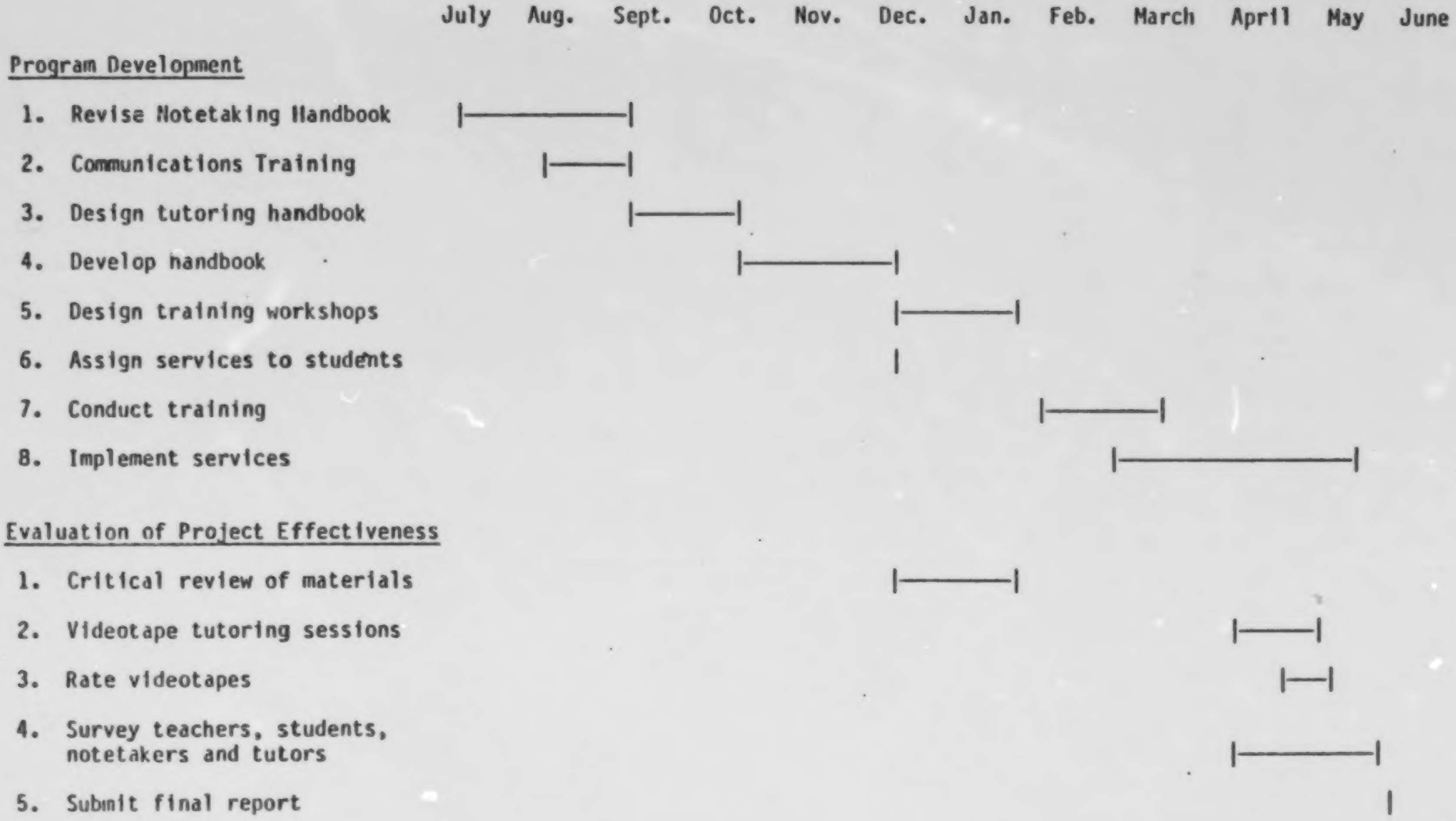
The fourth task in the evaluation process will be to gather formative data from teachers, students, notetakers, and tutors. Each of the teachers, students, notetakers, and tutors involved in the project will receive a questionnaire regarding the quality of the notetaking and, more importantly, the tutoring services. One of the critical questions on the survey will ask each of the groups to determine whether or not the program should be continued in the district. For respondents who believe that the program should be continued, a further question will require them to justify their answer. In other words, respondents will be asked to explain as completely as possible the reasons they think the tutoring and notetaking program should be continued in the district. Other questions on the form will focus specifically on the quality of the tutoring and the notetaking services that have been provided during the pilot test. These data will be used to determine whether the district should continue the development of the project.

There is no hard and fast rule for breaking out the activities involved in "piloting" the program. Either section might be appropriate for some tasks in your project.

The easiest way to write the evaluation (and development) sections is to plot out the various tasks on a time line and then briefly explain each task in the text of the proposal.

The time line chart at the end of this section was written first as a guide for the text. As you write your own proposal, you should think of the major tasks that should be included on such a chart as you plan your project. If you need assistance in writing the development or evaluation sections, assistance can be obtained from the state office.

PROJECT TIME LINE



The final task in the evaluation phase of the project will be to complete the final report. Each of the team members will be asked to complete a section of the final report. The team members responsible for the notetaking part of the project will focus on the data gathered on notetaking, and the team members responsible for tutoring will complete the section on tutoring.

PROJECT DELIVERABLES

During FY-82, the project anticipates the production of four separate deliverables.

1. The Revised Notetakers Handbook. It is anticipated that this handbook will be approximately 75 pages long and will include additional examples and illustrations of quality notes for hearing-impaired students. Each of the revisions will be based on the data gatherd during the FY-81 pilot test of notetaking services.
2. Tutoring handbook. The Tutoring Handbook will be the first addition of training materials for paraprofessional adult and student peer tutors. While critical reviews will be obtained on the tutoring materials, it is anticipated that the guide will require substantial revisions in FY-83.
3. Manager's Guidebook. The manager's guidebook will consist of training techniques to be used during the workshops conducted for tutors and notetakers. The guidebook will be used by teachers and trainers who introduce student peers and paraprofessional adults to the tutoring and notetaking techniques in the program. This manual will allow other districts to implement the project with less assistance from the program developers in this district. It will make the project more exportable and more valuable to the state and schools in other states. During FY-82 it is anticipated that the managers guide will consist of a brief outline of objectives and training techniques. It is proposed that in FY-83 the managers guide be

Your project may involve very different kinds of instructional products. You may describe a filmstrip, a videotape, a collection of posters, a set of role-playing scripts or a computer assisted package of instruction. In each case the products should fit the purposes of your program and be as "exportable" as possible. In other words, each product should be designed so that some other district could use it effectively with a minimum of training.

professionally developed and critiqued. It would be unwise to expend significant time of money on the managers guide in FY-82 before the tutoring handbook has been revised and completed.

4. Reports. An interim report will be submitted in January. The report will briefly describe the progress in the project, emphasizing the development milestones of the project. The final report will consist of all of the evaluation data collected during FY-82. Special emphasis will be placed on recommendations for improving the program and for revising the materials. The report will thus focus on formative data rather than summative data. It is proposed that a summative study of the program be conducted in FY-83.

Your interim report should be a brief summary of the progress you have made on the project at mid year.

Your final report will be part of your proposal for the following year, if you plan to continue the project.

QUALIFICATIONS OF PROPOSED STAFF

LEA Staff

Descriptions of qualifications of your staff need not be lengthy. Give highlights of their professional accomplishments that pertain directly to the program you are proposing.

Project Director: Mark Howard.

Dr. Howard obtained and Ed.D. in special education from Utah State University in 1976. He is presently employed as the Director of Special Education in the district. In the notetaking and tutoring project Dr. Howard will be responsible for the overall coordination of the development and evaluation of the program. Dr. Howard will assist in the actual production of instructional materials. He will summarize recommendations and make materials revisions. He will assist in the training of tutors and notetakers and will act as a quality control person for the entire project. Some of Dr. Howard's past accomplishments include:

- Primary developer for the State-wide program to assist homebound retarded adults.
- Director of Project Mainstream (a program to assist parents of retarded children). Committee chair person for the statewide assessment of implications of public law 94-142.

Content Specialist: Leona Mortensen

Ms. Mortensen holds a Masters degree in deaf education from University of Oklahoma. Ms. Mortensen's prime responsibility in the project will be to provide developers and the project director with needed expertise in the field of deaf education. Ms. mortensen will review all written materials to ensure that they are appropriate for a deaf population. She will also act as a formative screener by attempting to use all newly developed techniques herself (with her own deaf students) before the techniques are used by paraprofessionals. She will also assist heavily with the training components. The qualifications include:

- R. I. D. certification as a trained interpreter for hearing impaired people.
- Six years experience as a teacher of hearing impaired students at the Utah School for Deaf in Ogden.
- Co-author of a syllabus for training teachers in regular classrooms to accept newly transferred hearing impaired students into the classroom.
- Intern at the National Technical Institute for the Deaf in Rochester New York during the 1977-78 school year.

Implementation Coordinator: Sally Feld

Ms. Feld obtained a Masters in Special Education from the University of California at Los Angeles in 1971. She is presently employed as a resource teacher in the District. Her specialties include learning disabilities and remedial reading instruction. In 1976 she was given the exemplary teaching award for the outstanding special educator in the State. Ms. Feld's prime responsibilities in the notetaking and tutoring project will be to coordinate the details in implementing the tutoring program and coordinating activities for the program's evaluation.

- Invited participant at the National Conference on Learning Disabilities held in Washington, D. C. in 1978.

- Invited committee member for the State Assessment project on mainstreaming and Public Law 94-142.

Projector Technical Assistance

Program Developer: Dr. John Wood

Dr. John Wood holds a Ph.D. in Instructional Science from Brigham Young University. He has authored numerous instructional programs including programs for retarded and hearing impaired students. He is presently employed as an instructional scientist at the National Institute for Instructional Development in Denver, Colorado. In the notetaking and tutoring project Dr. Wood would be responsible for the design and development of instructional materials used in the project. He will consult with the Project Director and the other team members on each of the handbooks to be developed and will also assist in the pilot testing of materials.

Evaluation Specialist: Dr. Steven Scriven

Dr. Scriven holds a Ph.D. in research methodology from the University of Colorado at Boulder. He is presently employed as an Associate Professor and research associate in the Bureau of the Educational Research at the University of Utah.

Dr. Scriven's responsibility in the notetaking and tutoring project will be to assist the project director with the design and execution of the evaluation of the program. He will assist the project team in designing instruments, sampling techniques, and data analysis. Dr. Scriven will also assist with the completion of the final report which will focus on project accomplishments and the effectiveness of the program.

If you feel the specific skills you need cannot be found in the district, it may be advantageous to obtain technical expertise from outside of the district. The state office has a list of evaluation and development specialists that you might consider as you select your technical assistants.

Proposed Budget

1.	Personnel		
	Mark Howard	25% 3 months	$ 5,000.00
	Leona Mortensen	17% 4 months	3,570.00
	Sally Feld	8% 1 month	1,360.00
	John Wood	30 days @ $125/day	3,750.00
	Steve Scriven	20 days @ $125/day	2,500.00
2.	Fringe (20% of salaries)		1,986.00
3.	Travel:	Mileage @ 18 cents/mile	180.00
		Per Diem @ $37.50/day	525.00
		Air Fare $50.00 round trip Denver to SLC	350.00
4.	Consumable supplies		500.00
5.	Communications:	Postage	108.47
		Telephone	335.26
6.	Capital Expenditures		0
7.	Total		$20,164.73

Explanation of Budget Line Items

Line Item Number One: Personnel

Current anual base salaries for personnel who will be working on this project are as follows:

Project Director, Mark Howard	$20,000
Content Specialist, Leona Mortensen	21,000
Implementation Coordinator, Sally Feld	17,000

The purpose of this section is to explain the previous line items by showing how you arrived at each of the figures.

Funds budgeted for these people during the project were computed using an appropriate percentage of these current salaries. The consultant fees for Dr. John Wood and Dr. John Scriven were computed at $125.00 per day.

Line Item Number Two: Fringe Benefits

Fringe benefits were computed using the current school district rate of 20 percent of salaries. This figure was applied to all School District employees salaries. Consultant fees were fixed at $125.00 per day with no allowance for fringe benefits included.

Line Item Number Three: Travel

The cost of travel was computed at the current Utah State Office of Education rate of 18 cents per mile. It is anticipated that 20 round trips of 50 miles each will be required in order to complete the project, equalling $180. It is further anticipated that Dr. Wood will be require to make seven trips from Denver, Colorado at $50 per round trip air fare and $37.50 per day for 14 days of per diem. Thus the per diem will total $525 and the air fare will total $350.

Where line items are not clear, you should explain the rationale behind the amount requested.

Line Item Number Four: Consummable Supplies

In order to implement the notetaking and tutoring program, instructional manuals will be required for each notetaker and tutor participating in the study. It will also be necessary to provide each of the notetakers with an ample supply of notetaking paper (pressure sensitive) so that they can provide the student with one copy of the notes, keep a copy themselves, and give a copy of the notes to the project director. The notetaking paper cost $5 per pad and the manuals will cost about $10 each.

It is anticipated that we will need 40 manuals and 20 packets of notetaking paper.

Line Item Number Five: Communications

Based on historical recores of similar grants we have budgeted 0.55 percentof the total grant for postage cost and 1.7 percent of the total grant for telephone cost.

Line Item Number Six: Capital Expenditures

It is not anticipated that this project will require a purchase of any new capital equipment.

Line Item Number Seven: Poject Total Cost

Total project cost is a simple summary of line items 1-6.

You do not need to use these specific figures when calculating your communications costs. Simply provide a reasonable estimate based on project needs and your past experience.

Certain line items, such as #6 and #7 are self-explanatory and need no further documentatic

Section B: Continuation of Successful Projects with LEA Funds After Title IV Funding is Completed

We understand that one of the primary objectives of Title IV - Part C programs is to provide initial funding for LEAs to develop or adopt programs to respond to locally identified areas of significant need within their educational system. Title IV - Part C funding is made available to an LEA with the understanding that the LEA will continue with their own funds after Title IV - Part C funding is completed, those projects that prove effective during the Developmental or Adoptable period. It is our intention to use LEA funds to continue to fund the project described in this proposal after Title IV funding is completed, if the project is successful in meeting the needs described in this application.

Signature of Superintendent

March 29, 1981
Date

APPENDIX 5.3

Training Materials for 1980 Proposal Reviewers

Things To Keep in Mind in Reviewing Title IV - C Proposals

1. All proposals should meet minimum criteria for a Title IV - C adoptable or continuing developmental proposal (e.g, for adoptables, there should be an identifiable validated project which is being adopted).

2. Title IV - C project should supplement, not supplant, local district expenditures for personnel, etc.

3. Proposals should contain all the important elements outlined in the RFP. If any are missing, final funding authorization should not be given until and unless the district satisfactorly addresses the missing elements in a proposal addendum.

4. Where proposals are inadequate in technical areas (e.g., evaluation design, statement of objectives, timelines, statement of work) but the proposed project is judged as worthy of funding, the reviewer should stipulate districts should obtain technical assistance. This might relate to the categories of "Approve" or "Conditionally Approve" as follows:

APPROVE:	(A) - need no technical assistance
	(B) - suggest specific technical assistance to district, but leave up to district to request funds
CONDITIONALLY APPROVE:	require specific technical assistance; build budget for EPA into approved proposal budget.

Title IV - C Proposal Review Process Summary: 1981

1. All proposals submitted to USOE will be given identification numbers and references to specific LEAs will be removed to avoid possible bias in the review process. In preparation for the review, proposals will be duplicated in four copies and bound for use by reviewers (USOE).

2. All reviewers will be given explicit training on (a) the purpose of Title IV, (b) criteria to be used in judging the proposals, and (c) the review rating sheets and procedures. General instructions for using the rating sheets will be used to help standardize ratings of reviewers and eliminate scaling problems (USOE/WIRE).

3. Proposals will be assigned to review teams so that no LEA staff member will be asked to judge a submission from his/her own district (WIRE).

4. All proposals in any one category (e.g., adoptables in districts in Category C) will be assigned so as to be rated by the same team; thus, districts will only have to compete against other districts of approximately the same size (WIRE).

5. Each proposal will be read and rated independently by each member of the four-person team rating proposals in that category. Each reviewer will fill out the rating sheet (shown hereafter) with both numerical rating and written comments about the proposal's strengths and weaknesses on each criterion. The written comments must be interpretable and readable, since they will be provided to the USOE staff (Reviewers).

6. After all proposals have been read by a team, the team members will discuss each proposal at length, comparing their ratings and individual lists of strengths and weaknesses. An attempt will be made to reach a consensus on ratings for each category. In the few instances when team members can not reach complete agreement on a rating, the individual reviewer ratings will be averaged to produce the team's rating on that criterion (Teams).

7. After team ratings of each proposal are completed, the team chairperson will assign for each proposal a team member to summarize the team members' comments and ratings on one rating form (same color as individual rating forms). These should be shared with other team members to assure that it accurately reflects all team members sentiments. It is particularly important that team suggestions concerning required technical assistance or proposal modifications be clearly spelled out in this document (Reviewers).

8. Team chairpersons will fill out a summary rating form (blue or green) which contains: (a) the team's rating on each criterion and for the project as a whole; (b) the team's recommendation concerning whether to approve, conditionally approve, or disapprove the proposed project; and (c) comments which summarized the team's rationale for their ratings and recommendations. This summary will depend heavily on the multi-page summary described in #7 above.

9. When each team has completed their ratings, all summary rating forms and individual reviewer ratings and more detailed lists of strengths and weaknesses will be given to USOE officials to aid in their deliberations. The four-team chairmen will debrief with USOE officials to (a) respond to any questions about any of the ratings or recommendations, and (b) check and standardize scaling across teams so that ratings from all teams would be on a comparable scale for comparative purposes.

GENERAL INSTRUCTIONS

Each application should be independently rated by each panel member using the appropriate rating forms. Brief justification for each rating should be provided. The explanation accompanying each rating category on the form as well as the contents of the memorandum "Request for Title IV - Part C Proposals for FY81" should provide sufficient information about what should be contained in each proposal. Each proposal should be given a total number of points by summarizing the points given in each of the following categories.

CONTINUING DEVELOPMENTAL PROPOSALS

	Category	Range of Points
I	Past Performance	0 - 30
II	Statement of Need	0 - 10
III	Quality of Objectives	0 - 10
IV	Statement of Work	0 - 20
V	Qualifications of Personnel	0 - 20
VI	Cost Effectiveness	0 - 10
	TOTAL	0 - 100

ADOPTABLE PROPOSALS

	Category	Range of Points
I	Statement of Need	0 - 35
II	Quality of Objectives	0 - 10
III	Statement of Work	0 - 25
IV	Qualifications of Personnel	0 - 20
V	Cost Effectiveness	0 - 10
	TOTAL	0 - 100

IF, WITH REGARD TO THIS CATEGORY, THE PROPOSAL EXHIBITS:	ASSIGN POINTS WITHIN THE FOLLOWING RANGES: Points Possible:				
	10	20	25	30	35
a. No or almost no problems or weakness →	9-10	18-20	23-25	27-30	32-35
b. Minor problems or weaknesses which could likely be corrected as a condition of funding →	7-8	15-17	19-22	23-26	27-31
c. Moderate problems which could jeopardize the success of the project in meeting the objectives of Title IV - Part C →	5-6	10-14	13-18	15-22	18-26
d. Major problems which definitely will jeopardize the success of the project in meeting the objectives of Title IV - Part C →	3-4	6-9	7-12	8-14	9-17
e. Little or no compliance with what the proposal should have contained for this category →	0-2	0-5	0-6	0-7	0-8

Application for Funds under Title IV - Part C
for FY 81

ADOPTABLE PROJECTS

District Title	Application #

RATINGS	I	STATEMENT OF NEED	(0 - 35)	______	RECOMMENDED ACTION (place an "X" in appropriate space)
	II	QUALITY OF OBJECTIVES	(0 - 10)	______	
	III	STATEMENT OF WORK	(0 - 25)	______	
	IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	______	______ APPROVAL
	V	COST EFFECTIVENESS	(0 - 10)	______	______ DISAPPROVAL
		TOTAL RATING	(0 - 100)	______	______ CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

______________________________ Signature of Reviewer

______________ Date

I. STATEMENT OF NEED (0 - 35) Is the project responding to a priority area of need within the LEA? Is there evidence that some type of systematic process was used to establish this area of need and that the project has the support of LEA administration and other key personnel?

RATING

STRENGTHS		WEAKNESSES

II. QUALITY OF OBJECTIVES (0 - 10) Are objectives clearly stated in measurable terms, obviously related directly to the need identified by the LEA, and focused on outcomes rather than processes?

RATING

STRENGTHS		WEAKNESSES

III. STATEMENT OF WORK (0 -25) Was the process used to select this particular adoptable adequate to ensure that the selected project will meet the identified need? Are adequate provisions built into the adoption process to ensure that key elements of the validated project are maintained and appropriate contact is had with the original developer or certified trainer? Are procedures for implementation and evaluation appropriate, technically adequate, and sufficient for the scope of the project? Will the project result in outcomes or deliverables which are educationally important and which adequately meet the identified need(s).

RATING

STRENGTHS		WEAKNESSES

IV. QUALIFICATIONS OF PERSONNEL (0 - 20) Do the personnel currently proposed for the project (either those on the LEA staff, or others proposed via consultancies or technical assistance) possess the necessary expertise and experience to carry out the proposed project? Is there evidence that the efforts of various staff members will be effectively coordinated and managed?

RATING

STRENGTHS		WEAKNESSES

V. COST EFFECTIVENESS (0 - 10) Is the overall budget reasonable and appropriate to adequately implement and test the effectiveness of the program within the adopting LEA? Do any individual budget line items seem inappropriate or lack sufficient justification?

RATING

STRENGTHS		WEAKNESSES

Application for Funds under Title IV - Part C
for FY 81

CONTINUING DEVELOPMENTAL PROJECTS

District
Title

Application #

RATINGS	I	PAST PERFORMANCE	(0 - 30)	______	RECOMMENDED ACTION (place an "X" in appropriate space)
	II	STATEMENT OF NEED	(0 - 10)	______	
	III	QUALITY OF OBJECTIVES	(0 - 10)	______	
	IV	STATEMENT OF WORK	(0 - 20)	______	______ APPROVAL
	V	QUALIFICATIONS OF PERSONNEL	(0 - 20)	______	______ DISAPPROVAL
	VI	COST EFFECTIVENESS	(0 - 10)	______	______ CONDITIONAL APPROVAL (conditions must be explained below)
		TOTAL RATING	(0 - 100)	______	

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

Signature of Reviewer

Date

I. **PAST PERFORMANCE (0 - 30)** Does the project's past performance provide convincing evidence that there is a high probability that the project will be successful in accomplishing the purpose of Title IV - Part C? Have previous activities conformed with original projections and have timelines been met? Does previous work provide an adequate foundation for what is being proposed?

RATING

STRENGTHS		WEAKNESSES

II. **STATEMENT OF NEED (0 - 10)** Although it is central to the success of Title IV - Part C that projects respond to priority LEA needs, it can usually be assumed that continuing developmentals have already demonstrated such a need--hence the relatively low weighting However, the needs statement is so critical that some consideration is still important. Has this area been identified as a priority LEA need through some type of systematic and comprehensive process? Is there evidence that the project has prior support of LEA administration and other key LEA personnel?

RATING

STRENGTHS		WEAKNESSES

III. QUALITY OF OBJECTIVES (0 - 10) Are objectives clearly stated in measurable terms, obviously related directly to the need identified by the LEA, and focused on outcomes rather than processes?

RATING

STRENGTHS		WEAKNESSES

IV. STATEMENT OF WORK (0 - 20) Are program development and evaluation procedures clearly described, adequate to respond to the previously identified need(s), and sufficiently conceptualized? Will the proposed activities and deliverables build appropriately on what has been accomplished and learned previously?

RATING

STRENGTHS		WEAKNESSES

V. QUALIFICATIONS OF PERSONNEL (0 - 20) Do the personnel currently proposed for the project (either those on the LEA staff, or others proposed via consultancies or technical assistance) possess the necessary expertise and experience to carry out the proposed project? Is there evidence that the efforts of various staff members will be effectively coordinated and managed?

RATING

STRENGTHS		WEAKNESSES

VI. COST EFFECTIVENESS (0 - 10) Is the overall budget reasonable and appropriate for the work which is proposed? If this is the 2nd or 3rd year of the project, is LEA financial support increasing and Title IV - C support decreasing; or if not, is there appropriate justification? Do any individual line items seem inappropriate (too high or low)?

RATING

STRENGTHS		WEAKNESSES

SUMMARY

Application for Funds under Title IV - Part C
for FY 81

ADOPTABLE PROJECTS

District Title	Application #

RATINGS	I	STATEMENT OF NEED	(0 - 35)	______
	II	QUALITY OF OBJECTIVES	(0 - 10)	______
	III	STATEMENT OF WORK	(0 - 25)	______
	IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	______
	V	COST EFFECTIVENESS	(0 - 10)	______
		TOTAL RATING	(0 - 100)	______

RECOMMENDED ACTION (place an "X" in appropriate space)

______ APPROVAL

______ DISAPPROVAL

______ CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

______________________ Signature of Chairperson

__________ Date

SUMMARY

Application for Funds under Title IV - Part C
for FY 81

CONTINUING DEVELOPMENTAL PROJECTS

District Title	Application #

RATINGS	I	PAST PERFORMANCE	(0 - 30)	____	RECOMMENDED ACTION (place an "X" in appropriate space)
	II	STATEMENT OF NEED	(0 - 10)	____	
	III	QUALITY OF OBJECTIVES	(0 - 10)	____	
	IV	STATEMENT OF WORK	(0 - 20)	____	____ APPROVAL
	V	QUALIFICATIONS OF PERSONNEL	(0 - 20)	____	____ DISAPPROVAL
	VI	COST EFFECTIVENESS	(0 - 10)	____	____ CONDITIONAL APPROVAL (conditions must be explained below)
		TOTAL RATING	(0 - 100)	____	

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

Signature of Chairperson ____________________ Date ____________

APPENDIX 5.4

Sample Copies of Completed Team Rating Forms

SUMMARY

Application for Funds under Title IV - Part C
for FY 81

ADOPTABLE PROJECTS

District Title Deleted to preserve anonymity	Application # Deleted to preserve anonymity

RATINGS	I	STATEMENT OF NEED	(0 - 35)	30	RECOMMENDED ACTION (place an "X" in appropriate space)
	II	QUALITY OF OBJECTIVES	(0 - 10)	8	
	III	STATEMENT OF WORK	(0 - 25)	22	
	IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	20	✓ APPROVAL
	V	COST EFFECTIVENESS	(0 - 10)	9	___ DISAPPROVAL
		TOTAL RATING	(0 - 100)	89	___ CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

This project is recommended for approval for the following reasons:

1. Even though it is an adoptable entering a second year of funding, it has included/adopted an entirely new component, the TTV component which uses youth volunteers as tutors.
2. the need is data based, well documented, and reflective of a comprehensive study of the community at large and how the several entities within the community impact on, and are impacted by, the project.
3. the objectives are inclusive and specify changes in student behaviors. However, objectives B, C, & D need to be stated in measurable terms, and additional objectives need to be added relative to the TTV component.

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4. the statement of work is comprehensive. Some areas need to be more detailed. For example, the involvement of agency and business people is indicated on the flow chart but not described in the narrative.

over

5. The personnel are highly qualified.

6. The budget shows heavy district involvement and is much reduced over last year, evidencing a sensitivity to the spirit of Title IV-C.

7. There is evidence that the need is of high priority to the district.

8. A note of caution: Care should be taken that youth tutors not be exploited; their studies could suffer while serving as tutors.

9. A note needing clarification: The gifted are identified in the abstract as being eligible to be tutored, but little is said about them thereafter. Care should be taken to see that the gifted are not neglected

SUMMARY

Application for Funds under Title IV - Part C
for FY 81

ADOPTABLE PROJECTS

District Title deleted to preserve anonymity	Application # deleted to preserve anonymity

RATINGS	I	STATEMENT OF NEED	(0 - 35)	28	RECOMMENDED ACTION (place an "X" in appropriate space)
	II	QUALITY OF OBJECTIVES	(0 - 10)	8	
	III	STATEMENT OF WORK	(0 - 25)	22	
	IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	17	X APPROVAL
	V	COST EFFECTIVENESS	(0 - 10)	8	___ DISAPPROVAL
		TOTAL RATING	(0 - 100)	83	___ CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

This is a good project and well worthy of approval. The need, objectives, personnel qualifications, work statement and budget are all of generally high quality.

There are, however, several suggestions which the team would strongly urge the district to consider and, hopefully, accept. They include:

1. Increase the criterion level for objective 2 to a minimum of 10%, and possibly higher, depending on items below;

2. Have criterion levels on objectives reviewed and approved by district central administrators to make certain that they agree that they are appropriate cut-off points to demarcate success and failure, and that the rationale for setting those levels is acceptable;

3. Strengthen the evaluation design in specific areas noted in section III of the team's critique "synthesis";

4. Remove "books" from the "capital expenditures" category and transfer it to an appropriate budget category. (I.e. - OK to buy books, but not OK to label them capital expenditures).

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SUMMARY

Application for Funds under Title IV - Part C
for FY 81

ADOPTABLE PROJECTS

District Title deleted to preserve anonymity

Application # deleted to preserve anonymity

RATINGS			
I	STATEMENT OF NEED	(0 - 35)	28
II	QUALITY OF OBJECTIVES	(0 - 10)	8
III	STATEMENT OF WORK	(0 - 25)	21
IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	19
V	COST EFFECTIVENESS	(0 - 10)	9
	TOTAL RATING	(0 - 100)	85

RECOMMENDED ACTION (place an "X" in appropriate space)

✓ APPROVAL

___ DISAPPROVAL

___ CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

Approval is recommended for the following reasons:

1. the need is thoroughly documented with what appears to be sound data (though district committment should be obtained). A data need is to document that secondary teachers are, in fact, deficient in the area of remedial reading instruction.
2. the objectives are measurable (though objective B is a bit vague). Also, evidence should be provided which indicates the practical and behavioral significance of the proposed gains
3. Very consistent with the validated program being adopted.
4. the staff seem to be well qualified, and their roles are clearly detailed.
5. Note: the district would be well advised to coordinate its inservice activities to assure that all teachers in need are included.

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6. The project budget is clear, concise, and well justified.

SUMMARY

Application for Funds under Title IV - Part C
for FY 81

ADOPTABLE PROJECTS

District Title	Application #
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RATINGS

I	STATEMENT OF NEED	(0 - 35)	33
II	QUALITY OF OBJECTIVES	(0 - 10)	10
III	STATEMENT OF WORK	(0 - 25)	23
IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	20
V	COST EFFECTIVENESS	(0 - 10)	8
	TOTAL RATING	(0 - 100)	94

RECOMMENDED ACTION (place an "X" in appropriate space)

___ APPROVAL

___ DISAPPROVAL

X CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

This is an excellent proposal. The need is well established and of high priority to the district. District commitment is strongly evident. Contact with the developer has been in evidence. The objectives are clearly written, measurable and focused on outcomes. The selection process used in selecting CADPP is appropriate. Implementation plans are detailed and sound, as is also the plan for evaluating project effectiveness. Personnel are well qualified. The overall budget is reasonable

The only reasons for marking this "conditional approve" rather than "approve" are as follows:

1. The $4372 listed to pay percentages of salaries and fringe benefits of three district employees appears to be in violation of Title IV-C guidelines against supplanting district salaries. This amount should

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be eliminated from the budget, unless it is intended to cover overload (e.g., periods of work not included in current contracts), in which case it should be paid as honorarium, with no fringes. This budget adjustment or justification must be made.

2. There is no budget provided for the evaluation consultant. $500 should be added to the budget, rather than using EPA money for the evaluator.

The overall budget (after adjustment) to be approved should be $13,396, unless the proposer can show that the time spent by district personnel referred to earlier is overload and should be paid as honoraria.

SUMMARY

Application for Funds under Title IV - Part C for FY 81

ADOPTABLE PROJECTS

District **Title** deleted to preserve anonymity	**Application #** deleted to preserve anonymity

RATINGS

I	STATEMENT OF NEED	(0 - 35)	34
II	QUALITY OF OBJECTIVES	(0 - 10)	6
III	STATEMENT OF WORK	(0 - 25)	18
IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	14
V	COST EFFECTIVENESS	(0 - 10)	9
	TOTAL RATING	(0 - 100)	81

RECOMMENDED ACTION (place an "X" in appropriate space)

____ APPROVAL

____ DISAPPROVAL

X CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

The proposal review committee feels that this project should be funded but that some of the problems are serious enough that certain improvements should be made in the conceptualization of the proposal before funding. The suggested improvements are listed below:

1) The basic objectives of the program should be rewritten to include: a) training of staff and volunteers and b) outcomes expected from the program. It is clear that in a program like HOSTS a significant factor contributing to its success will the skill level achieved by teachers in implementing the program. An outcome objective related to this goal should be stated.

2) The evaluation design is overly complex and fuzzy. The district has obviously adopted HOSTS evaluation procedure intact. Careful consideration should be given to modifying the proposed evaluation design to reflect the real needs of the district rather than the original validation needs of HOSTS developers.

3) The reading specialist as a first year teacher presently lacks proper credentials and is not as experienced as she should be to manage the volunteers and students.

4) An evaluation specialist should be included with special expertise in evaluation (over)

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While is a logical professional to include in this project, it is unclear whether she possesses any special skills in evaluation. It is recommended that be retained on the project as a reading consultant and that an evaluation specialist be added to the personnel section.

5) The $3000.00 adoption fee should be investigated. That seems like an excessive amount especially when coupled with the already high cost of the materials ($3500.00).

6) There may be a need for secretarial assistance to keep records and perform other clerical tasks involved in the project.

SUMMARY

Application for Funds under Title IV - Part C
for FY 81

ADOPTABLE PROJECTS

District Title deleted to preserve anonymity	**Application #** deleted to preserve anonymity

RATINGS

I	STATEMENT OF NEED	(0 - 35)	27
II	QUALITY OF OBJECTIVES	(0 - 10)	8
III	STATEMENT OF WORK	(0 - 25)	20
IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	15
V	COST EFFECTIVENESS	(0 - 10)	9
	TOTAL RATING	(0 - 100)	79

RECOMMENDED ACTION (place an "X" in appropriate space)

___ APPROVAL

___ DISAPPROVAL

X CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

This project is recommended for approval IF the following conditions are met:

1. Certification that the district will continue the project if it is successful should be obtained from the superintendent;

2. objectives should be reviewed, refined to focus more specifically on outcomes, and perhaps scaled down in scope to the point where they are clearly feasible within the available resources; and

3. the evaluation plan (and measures) needs to be extended to collect data that bear directly on the project objectives. Qualifications of the proposed evaluator must be established and/or outside technical assistance from well-qualified evaluation personnel should be obtained to perform this task. The measurement issues are difficult and seasoned evaluators/psychometricians would be of help. It is suggested that $500 be added to the budget to obtain such assistance.

Otherwise, the project plan is very good. Need appears

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to be sufficiently established; indeed, the proposal appears to grow out of a broadly based expression of a strong district need. The objectives are clear. Contact with the parent (DAVIS) project is very adequate Implementation plans and timelines are good. The budget request is reasonable and the justification appears sound. The project is, on balance, quite well-conceived.

SUMMARY

Application for Funds under Title IV - Part C for FY 81

ADOPTABLE PROJECTS

District Title deleted to preserve anonymity	**Application #** deleted to preserve anonymity

RATINGS	I	STATEMENT OF NEED	(0 - 35)	5
	II	QUALITY OF OBJECTIVES	(0 - 10)	2
	III	STATEMENT OF WORK	(0 - 25)	3
	IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	0
	V	COST EFFECTIVENESS	(0 - 10)	2
		TOTAL RATING	(0 - 100)	12

RECOMMENDED ACTION (place an "X" in appropriate space)

____ APPROVAL

X DISAPPROVAL

____ CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

This proposal suffers from the following serious weaknesses:

1. There is no evidence that the proposed project meets a priority need in the district, that U-SAIL is the best alternative to meet the need they claim may exist, that key district personnel are committed to the project, or that the project would or could be continued on district funds once the state funds were withdrawn.

2. The concept of "seed money" and increasing financial participation by the district (across years of the project) does not appear to be understood by the proposers. Nor do they seem to be aware ~~of~~ that adoptable projects are slated for only one year of funding, except for extreme circumstances. Their request for three-year consideration, without a compelling justification, is inappropriate.

3. There is little impact on students proposed or measured. The objectives are vague, replete with jargon, and pre-occupied with processes.

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4. The statement of work says little and promises nearly nothing.

5. Budget information is incomplete; the required budget narrative is missing.

6. Timelines are missing.

7. The proposal ignores the "guidelines for proposals" sent out by the Utah State Office of Education, deviating in almost all particulars from that model.

SUMMARY

Application for Funds under Title IV - Part C
for FY 81

ADOPTABLE PROJECTS

District Title deleted to preserve anonymity

Application # deleted to preserve anonymity

RATINGS				
I	STATEMENT OF NEED	(0 - 35)	7	
II	QUALITY OF OBJECTIVES	(0 - 10)	4	
III	STATEMENT OF WORK	(0 - 25)	6	
IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	0	
V	COST EFFECTIVENESS	(0 - 10)	1	
	TOTAL RATING	(0 - 100)	18	

RECOMMENDED ACTION (place an "X" in appropriate space)

___ APPROVAL

X DISAPPROVAL

___ CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

This proposed project has much merit in terms of the proposed population it intends to serve. However, the proposal almost completely disregards the guidelines set for in the RFP. Several important areas were omitted, eg. qualifications of personnel, rationale for selection, timelines, project deliverables, and sufficient budget narrative. The objectives are vague, and there is no evidence that parents have been involved or that there is strong district support for the project. There is no evaluation plan, nor expected impact on the students.

It might be noted that the reviewers regret

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rejecting the proposal; it was felt that they would favor funding a proposal to help multiple handicapped children. They urged the district to re-propose another year following the guidelines set out in the RFP.

SUMMARY

Application for Funds under Title IV - Part C
for FY 81

ADOPTABLE PROJECTS

District
Title deleted to preserve anonymity

Application # deleted to preserve anonymity

RATINGS	I	STATEMENT OF NEED	(0 - 35)	20		RECOMMENDED ACTION (place an "X" in appropriate space)
	II	QUALITY OF OBJECTIVES	(0 - 10)	2		
	III	STATEMENT OF WORK	(0 - 25)	10		
	IV	QUALIFICATIONS OF PERSONNEL	(0 - 20)	7		APPROVAL
	V	COST EFFECTIVENESS	(0 - 10)	4	X	DISAPPROVAL
		TOTAL RATING	(0 - 100)	43		CONDITIONAL APPROVAL (conditions must be explained below)

RATIONALE FOR RECOMMENDED ACTION (recommendations must relate specifically to above ratings. Consideration should not be given to any other factors)

This proposal is seriously deficient in meeting the purposes and requirements of Title IV-C. It is recommended that this project not be funded, even with major changes. The reasons for this recommendation are listed below:

1) This proposal is a second year request as an adoptable. There is no rationale for modifying the guidelines of IV-C and refunding this project. The district themselves should continue the funding support needed during the coming year.

2) There should be more data described to justify the need.

3) The objectives are unrealistically broad. There is no validated reason to expect all of the psychological and social benefits proposers hope will occur. The remaining objectives are often not related to outcomes ("Integrate the U-SAIL Reading Program with district plan course concepts.")

4) The statement of work is too brief. Title IV-C projects should be conducted on a limited basis--not with ALL sixth graders in the district. It would be much better to do it with half of the sixth grade and then use the other sixth graders as a comparison group.

5) The evaluation is unclear. There should be a description given of comparison groups.

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APPENDIX 6.1

EPA Guidelines and Memorandum Sent to Project Directors

250 EAST 500 SOUTH STREET • SALT LAKE CITY, UTAH 84111 • TELEPHONE (801) 533-5431

UTAH STATE OFFICE
OF EDUCATION

WALTER D. TALBOT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

TO: All Title IV - Part C Project Directors

FROM: Bill Cowan

RE: Availability of Technical Assistance (EPA Services)

DATE: March 2, 1981

As each of you proceed toward completion of the objectives of your Title IV - Part C project for this year, I thought it might be helpful to remind you that technical assistance is available to you to assist you in complying with various technical requirements of Title IV guidelines. For example, you will recall that you are required, as a condition of receiving a Title IV - Part C Grant, to do the following:

1. conduct an internal evaluation of your project to determine if the stated objectives have been accomplished, (this is separate from the external onsite evaluation which may also be conducted);

2. provide documentation of all project expenditures so as to leave a clear "audit trail" of all financial transactions, including authorization for any shifts in budget categories, etc.;

3. Cooperate with external onsite evaluators in their evaluation of your project (if selected to receive an onsite evaluation visit during 1981); and

4. submit a final report.

Although some districts have staff available who possess expertise in the above areas and also have time to help with these activities, that is not so in all districts. To assist those projects which would benefit from additional expert help in any of the areas listed above, we have identified a number of highly qualified technical consultants, whom we refer to as Educational Program Auditors (EPAs). These individuals have agreed to help LEAs with their projects upon request. Costs of EPA services, including honorarium, travel, and per diem, are borne by our office and will not be charged to your project.

Guidelines for the provision and use of EPA assistance are enclosed. If you wish to avail yourself of this source of assistance, please contact me and I will be pleased to identify several qualified EPAs, from whom you can select the individual you would like to have serve you.

I hope you will seriously consider using this resource wherever it would assist you in complying with Title IV regulations and improving the overall quality of your project effort. If you have any questions, please feel free to call me at 533-5061.

Utah State Office of Education
February, 1981

GUIDELINES FOR TITLE IV EPA SERVICES

The primary role of the Educational Program Auditor (EPA) is to serve as an internal evaluation consultant (a technical assistant) to assist the administration and staff of funded Title IV - Part C projects with the formulation and execution of the project's internal evaluation and other technical areas required by Title IV regulations.

Local Education Agences (LEAs) who receive Title IV - Part C monies have the opportunity of involving EPAs as part of their grants. Once funded, the LEA requests assistance from the State Education Agency (SEA) in securing the services of the EPA. The SEA responds by sending to the LEA a list of persons who are qualified to serve as EPAs. In conjunction with staff from the SEA, the LEA selects an EPA from the list and directly requests that person's services. Once an EPA agrees to serve, the arrangements for service are handled directly between the LEA and the EPA, although the identity of the EPA is to be made known to the SEA.

The costs of EPA services, including honorarium, travel, per diem, and other expenses are borne by the SEA*. It is the LEA's responsibility to contact the SEA to arrange for the money.

Although it is anticipated that most EPA activities will focus on the internal evaluation activities of the project, a number of other activities are also possible. Listed below are brief descriptions of the types of assistance you may want to request from an EPA.

---

*These are Federal Title IV funds that flow to the districts through the SEA. The funds are earmarked only for technical assistance to Title IV projects in evaluation and other related areas requiring technical expertise.

1. Proposal Preparation

Particularly as it relates to the preparation of continuation proposals, the EPA is in a position to assist the agency prepare a proposal that meets the technical standards of the SEA and that will compete well for funding support.

Although responsibility for the submitted proposal is assumed by the LEA, the EPA can provide valuable technical assistance in proposal preparation. To assure the EPAs that they are adequately prepared to render such a service, it is imperative that they thoroughly familiarize themselves with the guidelines, models, directions, and descriptive literature related to proposal preparation. The following relevant documents are available from Bill Cowan, Utah State Office of Education, 250 E. 500 S., Salt Lake City, UT 84111, phone number (801) 533-5061.

- Request for Title IV - Part C proposals for FY 1982
- Model Proposals for Title IV - Part C
- Purposes of Title IV - Part C

2. Proposal Revision

Proposals for Title IV - Part C funds are sometimes funded with the provision that certain changes recommended by the reviewers be incorporated in the final project plan. For example, reviewers might say that the objectives of the project are poorly stated (not measurable or imprecise) or inadequate (overly process-oriented rather than outcome-oriented), the evaluation design might need refinement, the budget may need clarification, there may be a need for a clearer delineation of project activities and timelines, etc. In such instances, the role of the EPA would be to assist the project correct the noted weaknesses.

Since such assistance requires considerable technical skill on the part of the EPA, the EPA should be prepared to be of genuine assistance in all these areas. Very literally, the project people expect the EPA to be "the expert," and every effort should be made to meet that expectation.

3. Internal Evaluation

All Title IV - Part C funded projects are required to include in their project proposals an evaluation plan that is related to the objectives of the project. Although, as noted in item 5 below, the end-of-year evaluation (the summative evaluation) is conducted by an external onsite evaluation team, it is the responsibility of the project to monitor its day-to-day activities to assure that it is on task and congruent with the terms of the proposal, with particular emphasis on the accomplishment of the project's objectives.

Unless the formative evaluation process is given adequate attention, however, it can be forgotten entirely and the consequences can be severe. It is not unusual, in fact, to find that during the entire year of a project, no attention whatsoever is given to monitoring progress toward the accomplishment of the objectives. Occasionally, after the proposal is written and funded, it is filed and its contents essentially forgotten.

To assure that this does not happen, the EPA may be asked to work with the project administrator and staff in the conduct of internal evaluation activities. In this role, the EPA can draw attention to project timelines, assist in the development/selection/adaptation of evaluation instruments, assist in the development and execution of the project's evaluation design, and suggest modifications that should be made based on experiences and data that are generated by the project. It must be remembered that a project's objectives represent before-the-fact attempts at making reasonable projections of what the project hopes to accomplish. Once the project is initiated, it may be found that one or more of its objectives is, in fact, not reasonable. Without an adequate internal evaluation being conducted, this fact can be missed and the project severely affected.

The absence of adequate internal evaluation procedures generally means that claims of project success or effectiveness cannot be defended--even in those cases where the project director and staff are totally convinced of the project's success. Such an unfortunate circumstance can usually be avoided by appropriate assistance from a well-qualified EPA, thus providing an invaluable service to the project.

4. Budget Preparation and the Establishment of an Audit Trail

A major concern of Title IV is that its support monies be appropriately accounted for and managed. To assure that such is the case, EPA services can be made available to the LEA to assist with budget preparation and to suggest accounting procedures that will establish a clear and precise audit trail of all project expenditures. Recommendations can also be made regarding the identification, use, and assignment of equipment and supplies purchased by the grant so that the onsite evaluation team can easily document project expenditures.

5. Preparation for Onsite Evaluation Team Visit

Many projects are included in the sample of projects to be thoroughly reviewed annually by an external onsite evaluation team. It is the responsibility of this team to objectively assess particular aspects of the project to determine if it is complying with the terms of the proposal, expending its funds as proposed, and generally performing in a manner consistent with the intent of Title IV.

Since the onsite evaluation may raise questions in technical areas, the EPA can be of substantial assistance in preparing for such a visit. Such preparations could include, but need not be limited to: (1) a clear analysis and reporting of project data; (2) a thorough accounting and documentation of project expenditures; (3) where appropriate, the arrangement of interviews with parents, teachers, students, and school administrators; and, (4) the review of products produced by the project.

Before an EPA can adequately prepare the project for the onsite visit, he or she needs to be thoroughly familiar with the onsite evaluation process. To gain this familiarity, the EPA is strongly advised to obtain a copy of "External Onsite Evaluation of Title IV - Part C Projects," dated March 4, 1980. This document is available from Bill Cowan at the address referred to earlier.

6. Preparation of Project Reports

All projects are required to submit end-of-month final reports. Although the LEA must assume final responsibility for such reports, the EPA can provide the project with a valuable service by assisting it with the preparation of such reports. Such assistance can help assure that the reports are technically adequate, well-written, and sufficiently complete.

7. General Assistance

Although most technical assistance provided by an EPA might typically be expected to fall within the areas noted above, other types of general or technical assistance to the project are permissable. For example, EPAs might aid in curriculum development, conducting specialized training workshops, assisting with management plans, and the like.

APPENDIX 6.2

Samples of Memoranda Concerning EPA Process Sent to Project Directors and EPAs

250 EAST 500 SOUTH STREET • SALT LAKE CITY, UTAH 84111 • TELEPHONE (801) 533-5431

UTAH STATE OFFICE OF EDUCATION

WALTER D. TALBOT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

TO: Dr. Frank Ascione

FROM: Bill Cowan

DATE: March 16, 1981

RE: Guidelines for EPA Services

Thank you for your willingness to serve as an Educational Program Auditor (EPA) to the South Summit School District.

You should contact the person listed below within the next few days to arrange a mutually agreeable time for you to meet and provide whatever technical assistance seems appropriate.

Val D. Edrington, Superintendent 783-2119

To help you determine what services are appropriate for an EPA to provide, please read the enclosed "Guidelines for EPA Services" before you begin to provide such services. This is important to make certain the services provided are within the scope of activities permitted under Title IV funding. A copy of these guidelines is also being sent to the project director listed above.

Reimbursement for your services will be at the rate of $135 per day, with total reimbursement for your honorarium, travel and other expenses you incur not to exceed a total of $500. Please submit receipts and a reimbursement claim to me at the completion of your services to the district.

I appreciate very much your contributing your expertise to help us improve our Title IV projects here in Utah.

If you have any questions, please feel free to call me at 533-5061.

WC/gm

D A. RIGBY, Administrator
n of Program Administration
lephone (801) 533-5061

Adult Education and Community Services
Dissemination and Educational Development
Telephone (801) 533 5061
Compensatory and Bilingual Education
(801) 533-6092
Special Education (801) 533-5982

250 EAST 500 SOUTH STREET • SALT LAKE CITY, UTAH 84111 • TELEPHONE (801) 533-54

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UTAH STATE OFFICE
OF EDUCATION

WALTER D. TALBO
STATE SUPERINTENDENT OF PUBLIC INSTRUCTIO

TO: Val D. Edrington

FROM: Bill Cowan

DATE: March 16, 1981

RE: Assignment of an Educational Project Auditor (EPA) to your project

In response to your recent request for technical assistance on your Title IV - C project, I have assigned the following person to assist you.

Dr. Frank Ascione 750-1464

The EPA should be in contact with you in the next few days to arrange a mutually agreeable time to meet. Or, you may wish to contact him at your convenience at the above telephone number.

To help you know what type(s) of technical assistance an EPA might be expected to provide, I have enclosed a copy of our "Guidelines for EPA Services" which is provided to each EPA. I hope this might help you identify the full range of technical assistance which we intend this assignment to make available to you.

Reimbursement to your EPA will be at the rate of $135 per day, with payment for his time and all travel-related expenses not to exceed a total of $500. This should help you plan how much assistance you might be able to obtain. Should you wish to receive additional help from the EPA beyond the $500 limit USOE will pay, you will need to cover those costs from other funds at your disposal.

If you have any questions, please call me at 533-5061.

WC/gm

Log of Use of EPA Services: 1981

Request from: ____

Date of Request	District	Project	EPA Assigned	Number of Days of Service Assigned

APPENDIX 6.3

Model Final Report

PROJECT LIFT

Final Report of Title IV - C Project

Mountain View School District

July 1, 1980

ABSTRACT

PROJECT DESCRIPTION

Need to Which Project was Responding

Project Materials and Activities

Project Objectives

Involvement of Private Schools

EVALUATION DESIGN AND RESULTS

CONCLUSIONS

FUTURE PLANS

BUDGET

Budget Narrative

UNACCEPTABLE VERSION

Problems With This Version

1. The nature of the program and the intervention is not clearly described.

2. The age of the target group is not specified.

3. The relationship between parents, teachers, and children is not clear.

4. The origin of the project is not specified.

5. The fact that parents' and teachers' use of CAMS is monitored by project staff is not stated.

6. Objectives are not stated clearly. One objective was omitted.

7. The nature of the evaluation procedure and design is very unclear.

ABSTRACT

Project LIFT is a program designed to help handicapped children. Parents and teachers are trained by project staff to work with the children using a special procedure called CAMS.

The main purpose of the project is to help handicapped children improve their verbal and visual motor skills.

The project was evaluated through the use of pre- and post-tests which indicated that the children participating in LIFT improved more than non-participants.

ABSTRACT

Project LIFT is a home and community-based intervention program for handicapped children living in rural areas. The program has been developed, implemented, and evaluated by the Mountain View School District during the last three years. Parents and preschool teachers of identified handicapped children are utilized as the primary intervention agents in working with the handicapped child. Training is provided to the parents and teachers in the use of the Curriculum and Monitoring System (CAMS) developed by the project. CAMS provides intervention procedures and techniques to promote the child's growth in receptive and expressive language, motor development, self-help skills and social-emotional adjustment. Parents and teachers are trained in the correct procedures for using CAMS and are then monitored by project staff on a regular basis. Representatives from the two private schools in the area have participated in an advisory committee which has reviewed and critiqued the project materials and plans. Two children from private schools participated in the project.

Objectives for the project include:

1. During the nine-month intervention period, three- to five-year old handicapped children participating in Project LIFT will, on the average, increase their relative standing on empirically established norms for their age group by 20% on the Peabody Picture Vocabulary Test, the Visual Motor Integration Test, and the Assessment of Children's Language Comprehension Test.

2. The parents of preschool handicapped children will demonstrate satisfaction with the project by utilizing the programs to teach their child and through their responses on an attitudinal questionnaire.

Thirty-four children were selected to participate in the operational field test of Project LIFT because they scored below the tenth percentile on the Denver Developmental Screening Test. Pre- and post-test data were collected for each of these children on the Peabody Picture Vocabulary Test, the Visual Motor Integration Scale, and the Assessment of Children's Language Comprehension at the

Suggestions to Report Writers

The abstract is a brief condensation of the larger report. It should contain a brief summary of each of the major parts of the report except for the Budget Section.

The report of the evaluation activities of the project is the heart of the abstract. It should contain a concise description of what can be concluded based on the evaluation data about the success of the project in meeting the objectives of Title IV.

Problems With This Version

8. *Unwarranted and unsubstantiated conclusions are made.*

9. *Future plans are not stated.*

Based on the project evaluation data, it can be concluded that Project LIFT develops participants' in verbal and visual motor skills, enabling them to compete with their non-handicapped peers.

beginning and the end of the nine-month intervention program. Data from these tests were evaluated using a norm referenced evaluation design. These data demonstrated that children enrolled in the program made 21% greater gains than similar children not enrolled in the program. Gains of this magnitude represent approximately three-quarters of a standard deviation gain and are statistically significant at the .01 level.

Evaluation data collected from the parents of participating handicapped children indicate that parents believe the program is valuable, were satisfied with the training and monitoring provided by project staff, and most parents participated extensively in the program.

Based on the project evaluation data, it can be confidently concluded that participation in Project LIFT enables preschool handicapped children to make substantially grater gains than would have been made had they not participated in the program. Mountain View School District has concluded that the program is a successful intervention technique for preschool handicapped children living in rural areas and intends to continue operating the program now that Title IV - C funding has ended.

Suggestions to Report Writers

Because the abstract is a condensation of the entire report, it should generally be written after the larger proposal is completed.

UNACCEPTABLE

Problems With This Version

10. Too specific. At this rate, the report will be a 300 page book.

PROJECT DESCRIPTION

Beginning March 1, 1978, two teachers (Jean Kelly and Bob Dixon) met with the principal of Wilson Elementary (Rosa Wilson), to discuss the problems they were having with their kindergarteners.

During the summer, they talked to several parents and early childhood specialists to try to understand why some of the children were so far behind the others. Finally, they realized that their children had special handicaps that impeded their progress.

In September, 1978, these teachers and the principal approached Mrs. Hansen, the Director of Special Education Programs for the Mountain View School District. Together, they began to plan a way to develop Project LIFT, a home and community-based . . . .

PROJECT DESCRIPTION[1]

Developed over the past three years by the Mountain View School District, Project LIFT is a home and community-based intervention program for handicapped children (ages 3 to 5) living in rural remote areas. The program utilizes:

1. The parents of preschool and kindergarten handicapped children as intervention agents by providing them with a detailed and specific curriculum for their young handicapped children, training them in its use, and providing weekly monitoring; and
2. Existing preschool and community day care agencies to deliver additional services to young handicapped children by providing the current staff with curriculum materials that are coordinated with and supplement the programs and techniques being used by parents in the home.

Need to Which Project Was Responding

During the last five years, the Mountain View School District has been committed to completely fulfilling the mandates of Public Law 94-142 regarding the provision of a free and appropriate education to all handicapped children. In November, 1976 a special task force consisting of special education teachers, regular classroom teachers, central office administration, and representatives of Brigham Young University reported on their three-month-long evaluation of the status of special education within the district. Although they found that special education programs within the district were as good as most other programs throughout the state, they recommended that much additional progress could be made by moderately handicapped children if intervention were begun earlier. Since one of the top district priorities established by the Board of Education the previous

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[1] Although certain elements have been changed, this model report is based substantially on an actual project operated by the Exceptional Child Center at Utah State University. This project is entitled the Multi Agency Project for Preschoolers (MAPPS).

Suggestions to Report Writers

The project description section should be written so that a completely naive reader can understand in a few minutes basically what the project was designed to do and what approach was used.

The section describing the need to which the project was responding will generally be a brief summarization of the needs statement included in the original project application. However, any "new" needs which have surfaced during the operation of the project which further strengthen the necessity of having such a project should be described briefly.

UNACCEPTABLE

Problems With This Version

11. The nature of the needs assessment survey and the people survey is not clear.

12. The rationale which led to the creation of the program is not specified accurately. As it stands, it is indefeasible as well as incomplete.

During February, 1977 parents were polled to see how they felt about pre-school children's handicaps. They indicated strong support for a program to alleviate the problem.

After taking this survey and polling the teachers' interests, the Director of Special Education Programs decided there weren't any existing programs that would meet our need. So she applied for Title IV - C funds to develop a program.

year had been the additional involvement of parents in school programs; and since previous research literature indicates that parents can be used as an effective vehicle in providing services to young children; a decision was made to pursue the identification or development of a program which could be used in conjunction with parents in the Mountain View District to provide an early intervention program for moderately handicapped children living within the district.

During February, 1977 a survey was conducted of parents of previously identified handicapped children within the district to ascertain their level of interest in participating in such a program as well as their perceptions of the quality of services which were now being received by their handicapped child. This survey also included parents of older handicapped children who were enrolled in district programs to determine whether or not they would have been receptive to participating in an early intervention program had such a program existed. The results of the survey indicated that although parents were generally satisfied with the services that their child had received, they would be or would have been willing to become much more involved in the educational programs of their child. Indeed, a substantial amount of enthusiasm was demonstrated and many parents volunteered to become involved in the organization and development of such a program.

Following the survey, an exhaustive literature search by district staff identified a few programs which had used parents as intervention agents with their handicapped children. However, most of these programs dealt only with a specific handicapping condition (most frequently in the area of deafness) or were not appropriate for the rural setting of the Mountain View District. Although parts of these programs would have been appropriate for the Mountain View School District, it was decided that no existing total program was appropriate for implementation in the district. Consequently, recommendation was made by the special education staff of the district and ratified by the Board of Education in March, 1977 to pursue Title IV - C funding for the development of a home and community-based program for early intervention with handicapped children ages 3 to 5.

Suggestions to Report Writers

A brief explanation of the rationale which led to the selection of the specific program or approach will help the reader understand the context in which the program was developed or operated.

Problems

13. Not enough detail to give the reader an accurate picture of the project materials and activities. Care must be taken to be brief, yet specific enough to help the reader understand what the program entailed.

UNACCEPTABLE

Project Materials and Activities

The final curriculum package addressed several objectives in receptive language, expressive language, motor skills, self-help skills and socio/emotional adjustment.

The final CAMS includes a manual, placement tests, a slide/tape presentation and five sequenced curriculum programs.

Project Materials and Activities

Materials. The foundation of the intervention program is the Curriculum and Monitoring System (CAMS) developed by the project in five developmental areas:

a. Receptive language
b. Expressive language
c. Motor skills
d. Self-help skills
e. Social/emotional adjustment

Behavioral principles, particularly those implicit in the areas of program instruction, guided the design and development of the project materials. The critical skills in each curriculum area were identified through an exhaustive literature search and then critically reviewed by curriculum experts who were knowledgeable in the specific skill areas. Next, the skills were stated as behavioral objectives and were ordered hierarchically. Comprehensive placement tests were developed for the specific skills identified in each curriculum area. These assessment measures were developed concurrently with the identification of the critical developmental skills in all five areas.

The final curriculum packages addressed 15 objectives in receptive language, 41 objectives in expressive language, 98 objectives in motor skills, 90 objectives in self-help skills, and 40 Objectives in social/emotional adjustment. The final CAMS system includes:

1. A manual which provides an overview of the CAMS model and explains the procedures for using the five curriculum programs.

2. Placement tests for locating each child at the appropriate level in each program.

3. A slide-tape presentation which introduces the curriculum programs, provides instruction in the appropriate techniques for using the program, and explains the simple system for scoring the child's responses.

4. Five sequenced curriculum programs (with detailed teaching instructions) which can be utilized by persons with varied backgrounds and little or no formal training in teaching handicapped children.

Suggestions to Report Writers

The section describing the materials and activities utilized by the project will often simply be a condensation of what was described in the original proposal. However, in many cases, specific activities and materials for a project evolve or are altered to some degree during the operation of the project. This section should describe any additional activities or activities which were originally projected in the application, but were not pursued.

Problems

14. The nature of the data sheets to be used in monitoring student progress is not clear.

The curriculum programs are bound in a special notebook for easy reference. Individual data sheets are also provided for monitoring each child's progress through the programs.

Each of the curriculum programs is printed in an easy-to-use block style design and bound in a notebook. This format was selected to allow photocopying of individual pages for use by the parents or trainers working directly with each child. The information provided on the individual data sheet is essential to the appropriate use of CAMS. As shown in Figure 1* each program has printed at the top of the sheet the name of the program, the objective number and name, and a list of materials needed in teaching that objective. There is also a space for entering the student's name and the date on which the activities on the form were begun.

Each sheet is divided into the following four sections or steps:

1. The step statement (abbreviated SS) describes what skill the student will learn at this step of the program.

2. The teaching procedure (abbreviated TP) explains what the teacher must do to teach the skills described in the step statement as well as what to do if the student makes a mistake.

3. The trial criterion (abbreviated TC) explains what the student must do to receive a "yes" on any trial.

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*Figures which would have been in an actual report are omitted from this model report in the interest of brevity.

Suggestions to Report Writers

Brief examples of the types of materials developed by the project will often be helpful to the reader in understanding the nature of the project. However, such examples should be extremely brief. Appendices should generally be avoided and in no case should more than ten pages of appendices be attached.

Problems

15. Many critical activities were omitted from this description.

Activities. Participants in the program were nominated by several sources and then screened using the DDST.

Selected children were given placement tests in the skill areas of CAMS, then individualized programs were developed for each child.

After training parents to use the CAMS programs and manual, the project staff visited homes and schools to monitor the teaching of the children.

4. The step criterion (abbreviated SC) tells how many correct responses a student must get before going to the next step of the objective.

Data about each child's performance on the program (including the percentage of correct and incorrect responses, the response rate, the total number of trials, and the total number of sessions) are recorded by the teacher or parent on the data summary sheet which is used to determine when the child should progress to the next skill. As the child moves from skill to skill through the developmental sequence, it is always possible to know exactly which task is being taught and what progress is being made.

Activities. Participants for the program were solicited via a public information and awareness campaign from parents, public health nurses, physicians, and other local service agencies. Those children nominated were screened using the Denver Developmental Screening Test (DDST) and those scoring below the tenth percentile of the DDST were included in the project.

Selected children were given the criterion placement tests in the five skill areas of CAMS. At least one parent of each child observed the assessment process and participated with the classroom teacher from the preschool where the child would be enrolled as well as with staff from the district special education office in the development of an individualized program for each child. Parents and preschool teachers were then trained by project staff in the use of the intervention programs and provided with the manual which included the general information necessary to use the CAMS program.

Following the training period, parents were monitored during home visits by project staff or visits to the school special education center on a bimonthly basis. Preschool teachers were visited monthly to assist in their implementation of the program. Parents and teachers also participated in monthly workshops which addressed topics such as growth and development of handicapped children, managing child's behavior, and counseling and supportive services. In addition parents were contacked weekly by telephone to check on the child's progress.

Suggestions to Report Writers

A good idea in writing the description of the project is to sit down and outline carefully all of the tasks and activities which you accomplish in developing and implementing the project. Although all of this information may not be used in the final report, it will frequently save you from forgetting important factors in the description of the project.

UNACCEPTABLE

Problems

16. *The project objectives appear to be in constant flux. That may be so; but at the end of a three-year period, the reader would expect to find some fairly stable terminal objectives.*

17. *The specific tests used to measure the children's progress are not described or even named properly.*

PROJECT OBJECTIVES

1. When the project first began, we intended to help pre-schoolers with handicaps "catch-up" to their non-handicapped counterparts. As the realities of the severe restraints placed on the children by their handicaps became apparent we adjusted our expectations. We decided that we would try to raise the childrens' relative standing on empirically established norms for their age group by 20% on several tests.

But now that we're approaching the end of the project, we're not sure that goal is realistic either. Perhaps 10% increase on the Peabody and 5% increase on the VMI would be sufficient.

ACCEPTABLE

During 1979-80, 34 children (19 boys and 15 girls) participated in Project LIFT. These children all suffered from moderate to severe handicapping conditions including mental retardation, cerebral palsy, sensory motor impairments and/or emotional handicaps. Two of the children were Native Americans, one Chicano, and the remainder, Caucasian.

Project Objectives

The project objectives were:

1. During the nine-month intervention period, 3-5 year old handicapped children participating in Project LIFT will, on the average, increase their relative standing on empirically established norms for their age group by 20% as measured by the Peabody Picture Vocabulary Test (PPVT), the Visual Motor Integration Scale (VMI), and the Assessment of Children's Language Comprehension Test (ACLC).[2]
2. The parents of preschool handicapped children will demonstrate satisfaction with the project by utilizing the programs to teach their child and through their responses on an attitudinal questionnaire.

An evaluation of the effectiveness of the project focused upon both of these objectives.

Historical Background

1979-80 represents the third year of the developmental project. During the first year of the project, curriculum materials were developed, critiqued by experts in the field, modified, and finalized into a draft form that could be used in implementing the project. During the second year of the project, these materials were used on a pilot basis with 10 handicapped children. The emphasis of the project during the second year was on formative

Suggestions to Report Writers

Project objectives will also be generally taken from the original project application. Objectives may change during the course of the project development and implementation or may be tightened up as they are rethought. The objectives in the final report should be the final project objectives.

A brief section on historical background may be helpful for some projects in enabling the reader to understand the context in which the project was developed. Particularly for multi-year projects, it is frequently important to see how the final report for the current year ties into other activities which the project has undertaken or will be undertaking.

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[2] For example, if a group of 36-month-old children scored, on the average, at the 30th percentile for their age group at the beginning of the program, this objective would be met if nine months later the average score of these children was the 36th percentile for their age group (now 45 months old).

Problems

18. Involvement of private schools in the project is not explained.

19. Specific evaluation questions are not stated.

EVALUATION DESIGN AND RESULTS

Evaluation Questions

The evaluation of Project LIFT consisted of the administration of a series of standardized and criterion referenced tests to the participating children and questionnaires to participating parents. The tests included . . .

evaluation and data were collected that assisted in the revision and refinement of materials for the third year. The third year of the project (the current 1979-80 year) focused on an operational field test of the materials with a concomitant, summative evaluation which was designed to demonstrate whether or not the project was effective in meeting the goals and whether or not the project should be continued by the district after Title IV - C funds were completed.

Involvement of Private Schools

Two private schools are located within the Mountain View School District. Both of these schools include preschool, elementary, and secondary programs. From the beginning of the Title IV - C funding for the project, representatives of these schools have been included on the project's advisory committee. The responsibilities of the advisory committee have included bimonthly meetings at which the progress of the project was reported; review and critique of project materials and plans; and, occasional participation in project workshops and activities. Two of the 34 children enrolled in the operational field test of the project come from families whose other children are enrolled in these private schools. As this information demonstrates, the project has had extensive involvement of private school children and their families during its development and implementation.

EVALUATION DESIGN AND RESULTS

Evaluation Questions

The evaluation of Project LIFT conducted during 1979-80 was designed to determine:

a. Whether children enrolled in the program made more gains in receptive and expressive language skills, motor development, self-help skills, and social/emotional adjustment than would have been expected if they had not been enrolled in the program; and,

b. Whether parents of children in the program were satisfied with the project as demonstrated by their participation in the program and their responses on the attitudinal questionnaire.

Suggestions to Report Writers

A brief summary of the efforts of the Local Education Agency to provide opportunities for private schools to be involved in the benefits which accrue from Title IV - C projects should be summarized. For some projects, there will be no private school involvement because the private schools choose not to participate or because no private schools exist within the district boundaries. This should be reported.

The evaluation section should usually begin by stating the specific questions you expect to answer. These questions should be tied closely to the objectives stated earlier.

Problems

20. No rationale is given for using the tests and measures used.

21. Sources for the tests are not cited or described.

Evaluation Procedures

The tests for evaluating students progress included the CAMS Criterion Reference Tests, the Peabody Vocabulary Test, the Assessment of Children's Language Comprehension, and the Visual Motor Integration Scale.

Evaluation Procedures

After being referred to the program and screened using the Denver Developmental Screening Test, 34 children were selected for participation in the program. Each of these children was assessed using the CAMS criterion reference test, placed on one or more of the CAMS programs, and then monitored weekly during the nine months of program operation. Both standardized and CAMS criterion reference test data were collected on a pre-post test basis. All tests were administered by licensed psychologists or certified educational diagnosticians hired by the project. The test included:

a. The CAMS Criterion Reference Tests in receptive and expressive language, motor skills, self-help skills and social/emotional adjustment.

b. The Peabody Picture Vocabulary Test (Dunn, 1965).

c. The Assessment of Children's Language Comprehension (Foster, Giddon and Stark, 1974).

d. The Visual Motor Integration Scale (Berry, 1969).

Each of the standardized tests provides empirically established norms at three-month intervals which can be used in determining where the child is scoring in relationship to other children of the same age. Evidence of project effectiveness depended on whether children scored higher at the end of the project than they had at the beginning of the project in relation to other children in their same age group who were not in the program. In other words, if the project was not effective, a 36-month-old child who scored at the 10th percentile in relation to other 36-month-old children on the Peabody Picture Vocabulary Test at the beginning of the project, would score at the 10th percentile of 45-month-old children at the end of the project. If, however, the children scored at the 20th percentile of 45-month-old children at the end of the project, this would be evidence that the child had made

Suggestions to Report Writers

The evaluation design should match the project. Not all evaluation designs will be as sophisticated as the one reported here. Obviously, it would generally be unwise for a $5000 project to spend $4000 evaluating the outcome of that project. The important thing is that the evaluation design provides valid information which can be used in assisting the district and the State Office of Education in deciding if the project has been successful.

Following the questions you should describe as clearly as possible the techniques you plan to use in order to obtain answers to the questions stated above.

Problems

22. No explanation is given for why their standardized tests are the "best" for this particular situation or why standardized tests were used in the first place.

These tests were selected for the evaluation because they are some of the least standardized tests available. The results are presented in Figure 2 below.*

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*Figures which would have been in an actual report are omitted from this model report in the interest of brevity.

ACCEPTABLE

child had made greater gains than would have been made had they not participated in the project.[3]

The standardized tests used in the evaluation were chosen because they sampled the same domain of items upon which the intervention focused and because past research has demonstrated their validity for use with handicapped populations. In addition, each of these tests had appropriate empirically established norms that could be used in implementing the "Model A" evaluation. Finally, it was deemed inappropriate to use the same tests in measuring growth for the children that had been used in selecting the children for the program (the Denver Developmental Screening Test) or placing the children in a particular curriculum (CAMS Criterion Reference Placement Tests) because of the problems associated with statistical regression towards the mean. Since the standardized tests cited above had not been used in either selection or curriculum placement, it was decided that they would be the best indicator of whether children had made more gains than would have been anticipated had they not participated in the program.

Pre- and post-test data collected during the program on each of the three standardized tests are presented in Figure 2.

Suggestions to Report Writers

Because so many different educational tests are now available, it is usually helpful to briefly explain the rationale for selecting the particular outcome measures used in the project evaluation. This discussion should assist the reader in understanding how these specific measures relate to the project objectives.

Tables and Figures often provide a wealth of information in very little space. You should be careful about not duplicating in the text information which is already contained in the Figure or Table.

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[3] The evaluation model used in this project closely parallels the evaluation model designed for Title I evaluation referred to as the Model A or the norm reference evaluation model. Extensive usage of this model has demonstrated that it is an effective way of estimating whether children have made greater growth than would have been expected had they not participated in the program.

UNACCEPTABLE

Problems

23. No discussion of the results; insufficient rationale for the conclusions.

24. Emphasis on statistical significance with no reference to the educational importance of their results.

As the results in Figure 2 indicate, the children in the intervention program scored significantly better ($p < .01$) than they would have without the program.

To be more confident . . .

For ease of interpretability these scores have been standardized so that the scores on each test have a mean of 100 and a standard deviation of 16. As noted in Figure 2, children's mean standard scores increased 9 standard score points on the Peabody Picture Vocabulary Test, 11 standard score points on the Visual Motor Integration Scale, and 15 standard score points on the Assessment of Children's Language Comprehension. Since pre- and post-test standard scores have been adjusted for age, these data indicate that children in the intervention program were, on the average, 21% higher in relation to their age group peers than they were at the beginning of the program. In other words, these data indicate that children in the intervention program are approximately three quarters of a standard deviation better off on the variables measured by these standardized tests than they would have been had they not participated in the program. Not only are gains of this magnitude statistically significant at the .01 level, but they are educationally important as well.

To be more confident that the intervention program was really responsible for the observed gains, two primary alternative explanations were considered. The first was that maturation alone could have accounted for much of the average gain made by children enrolled in the program. However, the use of standard scores in relation to empirically established norms eliminates any effect of maturation from the observed growth. The second was that since the children were selected for participation in the program on the basis of having scored in the lowest ten percentile of the Denver Developmental Screening Test, statistical regression towards the mean could have accounted for some of the average gain made by children. However, the fact that intervention gains are based on standardized assessment measures other than the test which was used for selecting children into the program eliminates most, if not all, of any regression towards the mean which would occur.

Suggestions to Report Writers

Before concluding that the project has been responsible for the observed gains, it is often beneficial to consider alternative explanations for why such gains might have been observed. When no plausible alternative explanations are identified, one can be more confident that the program is indeed responsible for the gains.

Problems

25. No reference is made to the unobtrusively measured observation that parents actively participated in the program, demonstrating their interest in it.

Satisfaction of Parents

In addition to the tests administered to children questionnaires were sent to parents served by the project to obtain evaluative feedback.

Satisfaction and Participation of Parents

The second major objective of the program was that the parents of preschool handicapped children enrolled in the program would demonstrate their satisfaction with the project by utilizing the program to teach their child and by their responses on an attitudinal questionnaire. Some data regarding the successful accomplishment of this objective has been presented above in the sense that parents must have participated in the program fairly extensively if they were able to increase their child's performance by approximately 21% over a nine-month period. In addition, questionnaires were sent to parents served by the project to obtain evaluative feedback.

Suggestions to Report Writers

Not all evaluation activities need to be statistical in nature. Carefully collected, subjective opinions can provide very powerful data about the effectiveness of the project. The important thing is to gather the best type of data for your project which will provide information about whether or not it has been successful.

UNACCEPTABLE

Problems

26. This is "boiled down" a bit too much. A few numbers and more specifics are needed to provide the reader with sufficient understanding of the parents' reactions. The "model report" example on page 31 may have too many numbers for some readers, but it is certainly preferable to this uninformative summary.

The questionnaire data suggest that parents of children in the program liked it and think their children gained a lot from it.

ACCEPTABLE

	Dissatisfied	Satisfied	Very Satisfied
1. Percentages indicating various degrees of satisfaction with the interventions provided by the MAPPS Project.	0	8	92
2. Percentages indicating various degrees of satisfaction with being provided sufficient training and materials to carry out educational interventions at home.	0	6	94

3. Family members reporting participation in the program:

Mother	79%
Father	79%
Siblings	70%
Grandparents	17%

4. Parents' responses to specific things gained through participation in the program:

(a) Knowledge of my child's problem and needs.	71%
(b) Better feelings of acceptance of my child.	38%
(c) Better knowledge of my child's abilities.	67%
(d) Better understanding of my child's behavior.	54%
(e) Specific skills for working with my child.	92%
(f) Knowledge of services available for my child.	67%
(g) Better ability to cope emotionally with my child.	42%

Data collected relating to parent degree of utilization of the programs is presented below for the sample of 34 children.

Percent taught daily by parents	70
Percent taught at least every other day	20
Percent taught only infrequently	10

Suggestions to Report Writers

These data highlight the most relevant information from the questionnaires collected from parents, but are not a complete report. Although complete data should be available upon request, it is often not necessary to include everything in the project's final report. The information included in the final report should be a boiled down synthesis of what is most relevant.

UNACCEPTABLE

Problems

27. The conclusions are seriously overstated.

28. No specific plans are given for how this project will continue when Title IV - C funds are no longer available.

29. One of the most critical parts of a title IV - C proposal is a description of the district's plans to continue the project, should it prove effective. Such a description is unfortunately omitted from this report.

CONCLUSIONS

Since the program is completely exportable, efficiently utilizes parents as the primary intervention agents, is judged by them to be the best program they have ever seen, and caused the handicapped students in Mountain View District to improve in ways they could not have done otherwise. We recommend that this program be used in Mountain View and be disseminated throughout the World. In fact, we feel this program is the answer to all handicapped students' needs.

CONCLUSIONS

As noted in Figure 2 above, evaluation data collected by the project indicate that children make significantly greater gains as a result of the program than they would have made had they not been enrolled in the program. These gains represent approximately 2/3 of a standard deviation more growth than is made by the same age peers of these children on similar standardized tests. Gains of this magnitude are clearly not only statistically significant but educationally significant as well.

In sparsely populated areas effective intervention programs for preschool handicapped children are particularly difficult to implement because of a lack of trained personnel. Project LIFT represents a partial answer to this problem. During the three years in which it has been developed, implemented and evaluated, Project LIFT has demonstrated that parents can be trained to deliver interventions to handicapped three- to five-year-old children in receptive and expressive language, motor, self-help and social/emotional areas; and that handicapped children can be mainstreamed into existing community programs if individualized programs are provided for them. Additionally, the evaluation data indicate that parents are enthusiastic about the program, participate extensively in its implementation and feel that the program is valuable for their child. Since the program is completely exportable, utilizes parents as the primary intervention agents, is judged by them to be helpful, and demonstrates substantial intervention effectiveness; continued use and further dissemination of the program is warranted.

FUTURE PLANS

Based on the evaluation data collected by Project LIFT as well as the feedback from administration and teachers in the district, the Board of Education has granted approval for the project to be continued during the coming year even though Title IV - C funds will not be available. The project director will continue working with the project by devoting 25% of his time to the operation. Staff members who have been responsible for working with parents and community service providers will continue to be employed by the project and it is anticipated that the number of children participating in the project

Suggestions to Report Writers

The Conclusions Section of the report should contain a summary statement of whether or not the project has been successful in meeting the objectives of Title IV. These conclusions should follow directly from the evaluation data. Be careful not to overstate conclusions (i.e., draw conclusions for which you have no real data).

A critical part of Title IV - C funding is that districts will continue to fund those projects which demonstrate their effectiveness after Title IV - C funding is completed. In this section you should state briefly your perceptions of the district's plans in this regard and what basis you have for such perceptions.

BUDGET

Reported on the following page are the project budget and actual project expenditures in each of the budget categories.

30. No budget narrative is included to explain the budget outlined.

31. Modifications made on the budget are not specified on the report which appears on page 36.

will be expanded during the coming year. The total cost of the project will be somewhat lower than it has been during recent years since there will be no need for major additional instructional development or evaluation activities.

The district's continued support of the program is based primarily on the belief that early intervention programs, particularly those which have demonstrated effectiveness such as Project LIFT, although requiring substantial funds to implement and operate, more than make up for the expenditures in terms of the number of handicapped children who are provided early enough help that their handicapping conditions do not become serious disabling factors at a later point.

BUDGET

Reported on the following page are the original project budget for 1979-80, the adjusted budget which was modified with approval from the Utah State Office of Education, and the final expenditures of the project in each of the budget categories.

Budget Narrative

The first column on the following page entitled "Original Budget" describes the budget categories as detailed in the original grant proposal which was approved by the State Office of Education. The second column entitled "Modified Budget" delineates the adjusted line item amounts as described in a memo from the Mountain View School District to the State Office of Education dated March 21, 1980 and approved by the State Office of Education in a letter dated March 28, 1980. As explained in that letter, the primary budget modification was made to enable the project to hire a faculty member from Brigham Young University to assist in the data analysis, interpretation and report writing. To enable the hiring of this consultant, Dr. Heber Johnson, Bob Morrow was reduced to 33% commitment to the project instead of 50%. Also, minor alterations were made in the fringe benefits, travel, and consumable supplies line items of the budget. The final expenditures of the project are listed for each line item in the third column of the following budget. Further documentation regarding project expenditures can be obtained from the Mountain View District Office.

Suggestions for Report Writers

The Budget Section should include a summary statement of the original projected budget, any approved alterations in that budget, and a final report (based on the district's financial records) of line item expenditures. It is important to remember that any line item which is greater or less than 10% of the originally proposed line item must be approved in writing by the Utah State Office of Education.

It is important to note any budget modifications that have occurred since the original proposal. These appear on the next (right-hand) page of this report in the form of a simple one-column addition to the original budget.

1979-80 BUDGET

		Original Budget	Actual Expenditures
PERSONNEL: Project Director: Anne Areson (50%)	11,750	33,733	32,142
Project Staff:			
Gary Long (25% - instructional/media specialist)	4,358		
Susan Frischt (25% - physical therapist)	4,550		
Sue Vos (25% - speech therapist)	4,235		
Linda Peterson (50% - staff assistant)	4,160		
Bob Morrow (50% - secretary)*	4,680		
FRINGE BENEFITS (19% of salaries and wages)		6,409	6,107
TRAVEL: Mileage @ 18¢/mile, average 250 miles/week	2,340	3,240	3,412
Per Diem @ 37.50/day, average 2 days/month	900		
CONSUMABLE SUPPLIES		1,860	2,114
COMMUNICATIONS: Postage	180	1,020	987
Phone (3 phones @ $15/month + $25/month toll charges)	840		
COMPUTER ANALYSIS (Keypunching & Computer Time)		450	450
CONSULTANTS (assist in computer analysis & interpretation, 15 days @ $100/day)			1,500
TOTAL		46,712	46,712

UNACCEPTABLE

---

*Reduced to 33% after project was initiated

1979-80 BUDGET

		Original Budget	Modified Budget	Actual Expenditures
PERSONNEL: Project Director: Anne Areson (50%)	11,750	33,733	32,142	32,142
Project Staff:				
Gary Long (25% - instructional/media specialist)	4,358			
Susan Frischt (25% - physical therapist)	4,550			
Sue Vos (25% - speech therapist)	4,235			
Linda Peterson (50% - staff assistant)	4,160			
Bob Morrow (50% - secretary)*	4,680			
FRINGE BENEFITS (19% of salaries and wages)		6,409	6,107	6,107
TRAVEL: Mileage @ 18¢/mile, average 250 miles/week	2,340	3,240	3,331	3,412
Per Diem @ 37.50/day, average 2 days/month	900			
CONSUMABLE SUPPLIES		1,860	2,162	2,114
COMMUNICATIONS: Postage	180	1,020	1,020	987
Phone (3 phones @ $15/month + $25/month toll charges)	840			
COMPUTER ANALYSIS (Keypunching & Computer Time)		450	450	450
CONSULTANTS (assist in computer analysis & interpretation, 15 days @ $100/day)			1,500	1,500
TOTAL		46,712	46,712	46,712

*Reduced to 33% after project was initiated

ACCEPTABLE

APPENDIX 7.1

Telephone Interview Guide for District Superintendents
or Title IV Coordinators

INTERVIEW SCHEDULE FOR SUPERINTENDENTS OR DISTRICT OFFICERS RESPONSIBLE FOR TITLE IV-C

Hello. My name is ________________________________

I'm calling on behalf of Wasatch Institute for Research and Evaluation. We are conducting an evaluation of the operation of the Title IV-Part C educational assistance program in Utah for the Utah State Office of Education. Are you the person responsible for Title IV-C programs in your district?

____ No

____ Yes

if no, Can you tell me who has that responsibility in your district? **(PAUSE)** Can you connect me with him/her please?

May I ask you a series of questions about your experience with Title IV-C? Let me assure you your responses will be held confidential and not reported individually.

____ Yes
____ No (Skip to #7)

1. Did your district submit a proposal to obtain Title IV-C funding for the 1981-82 school year?

____ Yes
____ No (Skip to #3)

2. In preparing your district's proposal, did you obtain assistance from staff members from the State Office of Education?

a. What kinds of help in proposal preparation did your district receive?

(1) ______________________________

(2) ______________________________

(3) ______________________________

____ Vy Helpful
____ Moderately
____ Not Very

b. How helpful was the assistance obtained from the State Office of Education? Would you judge it to be "Very Helpful," "Moderately Helpful," or "Not Very Helpful?"

____ Yes
____ No (Skip to #4)

3. Did you obtain assistance from any university consultants in conceptualizing and preparing your Title IV-C proposal this year?

a. What kinds of assistance did you receive?

(1) ______________________________

(2) ______________________________

(3) ______________________________

____ Vy Helpfl
____ Moderately
____ Not Vy Helpfl

b. How would you rate the quality of the assistance obtained from these consultants? Was it "Very Helpful," "Moderately Helpful," or "Not Very Helpful?"

4. Was the proposal your district submitted for 1981-82 funded?

____ Yes (Skip to #7)
____ No (Go to #5)

5. In your honest opinion, why do you think your proposal was not funded? **(TAPE RECORD)**

Rank

____ a. ____

____ b. ____

____ c. ____

6. Of the reasons you have just suggested, which do you think was the most influential in preventing your proposal from being accepted **(MARK A "1" NEXT TO THE REASON CITED.)** Which of those reasons was second most influential? **(MARK A "2" NEXT TO THIS REASON.)**

7. Has your district submitted proposals for Title IV-C grants in previous years?

____ Yes
____ No (Skip to #11)
____ Don't know (Skip to #11)

8. Approximately how many times in the past has your district submitted a Title IV-C proposal?

____ Times

9. Approximately what percentage of those previous proposals were funded?

____ %

10. To what extent was your decision to submit or not to submit a Title IV-C proposal this year influenced by your previous success or lack of success in obtaining Title IV-C grants? Would you say that your previous experience was "Very Influential," "Fairly Influential," "Only Slightly Influential," or "Not Influential At all?"

____ Very
____ Fairly
____ Slightly

11. What other factors influenced your decision to apply or to not apply for a Title IV-C grant for this coming school year? **(TAPE RECORD)**

a. ____

b. ____

c. ____

12. How familiar are you with the criteria that are used in making decisions about which Title IV-C proposals will be funded? Would you say that you are "Extremely Familiar," "Fairly Familiar," "Vaguely Familiar," or "Not At All Familiar" with these criteria?

____ Extremely (Go to 13)
____ Fairly (Go to 13)
____ Vaguely (Skip to #14)
____ Not At All (Skip to #14)

13. In your opinion, how appropriate are the criteria used in deciding which proposals should be funded? Do you consider these criteria to be "Very Appropriate," "Fairly Appropriate," Fairly Inappropriate," or "Very Inappropriate?"

____ Very Approp.
____ Fairly Approp.
____ Fairly Inapprop.
____ Very Inapprop.

14. What specific concerns or reservations, if any, do you have about the criteria utilized in selecting proposals for funding? **(TAPE RECORD)**

    a. No concerns or reservations

    b. ______________________________

    c. ______________________________

    d. ______________________________

The process of applying for a Title IV-C grant requires interested school districts to submit a written proposal describing their intended project, why it is needed, and how they plan to accomplish it. Now I want to ask you a series of questions to find out how you feel about this Title IV-C application procedure. Let's begin with a question about the fairness of the procedure.

a. In your judgment, is the application procedure fair . . ., unfair . . ., or neither?
(MARK RESPONSE IN CORRESPONDING BLANK NEXT TO #15, THEN ASK QUESTION b.)

b. To what degree do you consider the application process to be ____________________? Would you say it slightly, moderately, or extremely ____________________?
(MARK RESPONSE IN THE COLUMN ON THE RIGHT. THEN ASK QUESTIONS a. AND b. FOR ITEMS 6-24 RESPECTIVELY.)

a. Do you consider the application process to be _____ or _____? **(MARK RESPONSE AT LEFT, THEN ASK b)**

b. To what degree do you feel the process is __________? Would you say it is slightly, moderately, or extremely __________? **(MARK RESPONSE AT RIGHT, THEN ASK a. FOR NEXT ITEM.)**

	Direction	Magnitude
15.	____ Fair	____ Slightly
	____ Unfair	____ Moderately
	____ Neither	____ Extremely
16.	____ Helpful	____ Slightly
	____ Not Helpful	____ Moderately
	____ Neither	____ Extremely
17.	____ Purposeful	____ Slightly
	____ Pointless	____ Moderately
	____ Neither	____ Extremely
18.	____ Necessary	____ Slightly
	____ Unnecessary	____ Moderately
	(____ Neither)	____ Extremely
19.	____ Frustrating	____ Slightly
	____ Not Frustrating	____ Moderately
	(____ Neither)	____ Extremely
20.	____ Too Restrictive	____ Slightly
	____ Not Restrictive enough	____ Moderately
	(____ Neither)	____ Extremely
21.	____ Overly Complex	____ Slightly
	____ Overly Simple	____ Moderately
	(____ Neither)	____ Extremely
22.	____ Just an academic Exercise	____ Slightly ____ Moderately
	____ Practical, worthwhile experience	____ Extremely
	(____ Neither)	
23.	____ Favors small districts	____ Slightly
	____ Favors large districts	____ Moderately
	(____ Neither)	____ Extremely
24.	____ Encouraging to Applicants	____ Slightly
	____ Discouraging to Applicants	____ Moderately
	(____ Neither)	____ Extremely

25. Are there any other comments you would like to make that would help me to understand your feelings about the Title IV-C application procedure or requirements? **(TAPE RECORD)**

26. In your opinion, what changes need to be implemented by the Utah State Office of Education or the State Advisory Council in order to significantly improve the operation of Title IV-C Part C in Utah? **(TAPE RECORD)**

That's all the questions I have. Are there any other comments which you wish to make? Thank you very much for your help.

APPENDIX 7.2

Telephone Interview Guide for Title IV - C
Project Directors

PROJECT DIRECTORS INTERVIEW

Hello. My name is ________________________. I'm calling on behalf of Wasatch Institute for Research Office of Education about Title IV-C Projects conducted in Utah last year. May I ask you a few questions about the Title IV-Part C project you directed?

1. After your project was selected for funding, how frequently did your district have contact with staff members from the Utah State Office of Education in order to obtain help in implementing your Title IV-C project?

____ Never **(Skip to #6)**
____ Once
____ 2-3 times
____ 4-5 times
____ 6 or more times

Now let me ask you a series of questions about the kinds of assistance that you may have received from the State Office of Education in attempting to implement your project.

___ Yes
___ No

2. Did the State Office staff provide training of any kind for you or your staff?

a. What kind of training was provided?

1) ____
____
2) ____
____
3) ____
____

___ Very
___ Moderately
___ Not very

b. Would you rate the quality of training that was provided as being very helpful, moderately helpful, or not very helpful?

3. Did you or any of your staff receive advice on technical problems from the State Office staff?

___ Yes
___ No **(Skip to #4)**

a. What kinds of problems or issues did you receive advice about?

1) ____
____
2) ____
____
3) ____
____

b. How helpful was this advice? Would you rate it as being very helpful. moderately helpful, or not very helpful?

___ Very
___ Moderately
___ Not very

4. Did anyone from the State Office staff visit your project and offer suggestions or encouragement?

___ Yes
___ No **(Skip to #5)**

a. What kinds of suggestions were given?

1) ____
____
2) ____
____
3) ____
____

b. How helpful were these suggestions? Very helpful, moderately helpful, or not very helpful?

___ Very
___ Moderately
___ Not very

5. What other kinds of help, if any, did you or your staff receive from the State Office of Education?

a. None

b. ____
____

c. ____
____

d. ____
____

6. How could the State Office of Education staff have been more helpful in assisting your district to develop or implement your Title IV-C Project? **(TAPE RECORD)**

a. ____
____
____
____

b. ____
____
____
____

c. ____
____
____
____

7, Was a formal evaluation of your project conducted during this past year by an external evaluator or evaluation team?

____ Yes
____ No (**Skip to #8**)

a. Who initiated this evaluation? Was it something you initiated locally or was it initiated by the State Office of Education or both?

____ Initiated locally
____ Imposed
____ Both the above

b. Was the evaluation paid for out of your project funds, or was it paid for by other agency? Who?

____ Project Funds
____ Other: ____________
____

c. Was the evaluator selected by you or by someone outside of your school district?

____ Selected by us
____ Selected by external agency

How well was the evaluation of your project conducted and reported? I am going to ask you a series of questions designed to obtain judgments from you about the evaluation of your project. Let's begin with the issue of fairness.

a. In your judgment, was the evaluation of your project fair..., unfair..., or neither?

(MARK RESPONSE IN CORRESPONDING BLANK NEXT TO NUMBER 8. THEN ASK QUESTION 6)

To what extent do you consider the evaluation to have been ____________________? Would you judge it as being slightly, moderately, or extremely __________?

(MARK RESPONSE IN THE COLUMN ON THE RIGHT. THEN ASK QUESTIONS a. AND b. FOR ITEMS 9-17 RESPECTIVELY.)

a. In your judgment was the evaluation of your project __________ or ____________?

b. To what extent do you consider the evaluation to have been ______________? Would you judge it to have been slightly, moderately, or extremely ____________?

	Direction	Magnitude
8.	___ Fair	___ Slightly
	___ Unfair	___ Moderately
	___ Neither	___ Extremely
9.	___ Overly complimentary	___ Slightly
	___ Overly critical	___ Moderately
	___ Neither	___ Extremely
10.	___ Timely	___ Slightly
	___ Untimely	___ Moderately
	(___ Neither)	___ Extremely
11.	___ Helpful	___ Slightly
	___ Not Helpful	___ Moderately
	(___ Neither)	___ Extremely
12.	___ Accurate	___ Slightly
	___ Inaccurate	___ Moderately
	(___ Neither)	___ Extremely
13.	___ Comprehensive	___ Slightly
	___ Too narrow in scope	___ Moderately
	(___ Neither)	___ Extremely
14.	___ Biased	___ Slightly
	___ Unbiased	___ Moderately
	(___ Neither)	___ Extremely
15.	___ Needed	___ Slightly
	___ Not needed	___ Moderately
	(___ Neither)	___ Extremely
16.	___ Ethical	___ Slightly
	___ Unethical	___ Moderately
	(___ Neither)	___ Extremely
17.	___ Amateurish	___ Slightly
	___ Professionally Done	___ Moderately
	(___ Neither)	___ Extremely

18. In what ways was the evaluation a helpful and worthwhile experience? **(TAPE RECORD)**

a. ______________________________

b. ______________________________

c. ______________________________

19. In what ways was the evaluation a burdensome or unpleasant experience? **(TAPE RECORD)**

a. ______________________________

b. ______________________________

c. ______________________________

20. How could the evaluators have been more helpful? **(TAPE RECORD)**

a. ______________________________

b. ______________________________

c. ______________________________

21. In your opinion, what changes need to be implemented by the Utah State Office or the State Advisory Council in order to significantly improve the operation of Title IV in Utah? **(TAPE RECORD)**

a. ______________________________

b. ______________________________

c. ______________________________

22. What policies and/or procedures need to be changed in your school district in order to improve the impact of title IV projects in local schools? **(TAPE RECORD)**

a. ____

b. ____

c. ____

Okay! That's all of the questions I have. Are there any additional comments which you wish to make? Thank you very much for your help.